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ABSTRACT

This guide has been prepared to assist school districts in self-appraisal of their policies governing discipline and control of violence and vandalism, and also to facilitate the development of new policies by providing model policies and procedures implemented in other school districts. Accordingly, the first section lists guidelines for policies governing responsibilities of the board of education, superintendent, school site administrators (i.e., principals), teachers, parents, and students with respect to discipline and control of violence. Discipline-related policy guidelines are also provided for staff development programs, alternative education, interagency involvement (between school boards and law enforcement officials), and communications among respective spheres of authority. Eight appendixes provide 20 sample California school district policies governing student behavior, administrative regulations, student rights and responsibilities, alternatives to suspension, teacher and parent responsibilities, and school/law enforcement liaisons. A ninth appendix provides rating sheets for district self-evaluation. (TE)

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INTRODUCTION

The need for a comprehensive plan to reduce violence and vandalism in schools has been demonstrated through studies, collection of data and by statements made by federal, state and local school and community officials. The statistics on the growth in crime in our society as a whole show that we are an increasingly violent society. Schools reflect the society in which we live. Public reaction to this increase in violence is translated into pressure on public agencies to take the leadership in the formulation of programs and procedures to reduce violence. Teachers' associations, school boards, state departments, law enforcement agencies, legislators and parent groups are asking for leadership from school administrators in these areas. The Association of California School Administrators is deeply concerned and heavily involved in both the study of the problem and in finding workable practical solutions.

The Importance Of The Board Of Education

School Boards have a major responsibility for the creation of a safe, healthy environment in which students can learn. The recognition by the Board of Education of its responsibility for creating this environment is the first step in the implementation of a comprehensive written policy on discipline and the control of vandalism and violence.

A Board of Education has two important roles in affecting sound discipline practices in the schools, one, that of developing a clear, concise, positive policy statement about the intent of the Board to deal with discipline, violence and vandalism and the commitment to publicly supporting the Policy. The Policy statement should be a result of a thorough review of state and local law, past district policy and the actual problems of violence and vandalism facing the district.

The Policy Statement made by the Board of Education should have a positive tone, be clear, concise, easily understood and lend itself to acceptance by the staff, students and public and have the widest possible distribution.

The Board of Education should publicly indicate that the policy statement adopted by the Board will receive the total support of the Board and that administration and staff will receive full backing in the implementation of the Policy. The successful implementation of a comprehensive discipline policy rests with the school site administrator. He/she must be assured that all who are affected by the policy will be treated in a consistent manner.

Thorough Planning Required

The production of a comprehensive plan involves thorough planning and development, communication, implementation and evaluation. Planning and development should include a thorough review of current laws and statues, current policies and procedures, and the recognition of the rights and responsibilities of those affected.

Studies have shown that the public perceives discipline to be the number one problem in the schools. If that perception is to change, then the public must become convinced that the Board of Education recognizes this concern on the part of the community and that the school Board places high priority on student discipline and the control of vandalism and violence. The use of mass media, the distribution of discipline policy brochures to parents and comprehensive involvement of Board members and administrators in public meetings related to discipline, vandalism and violence and other processes should be explored so as to ensure the widest dissemination of this information possible.

The Need For Individual School Discipline Codes

The Implementation of a written disciplinary code for each school is necessary since each school site has individual unique characteristics. But, this code must fit into the overall framework of school district policy to assure that discipline will be handled equitable throughout the school district.

Parents, students, staff and community members should be involved in the development of policy. District resources, professional associations and State assistance with their expertise should be made available to those developing policies and procedures that affect violence and vandalism control.

The Need For Constant Evaluation

Each district should have a plan for regular evaluation of its policy on discipline, vandalism and violence. The evaluation should include measuring the effectiveness of community involvement, communication of the Policy implementation and its reporting procedures. A through appraisal of the policy in terms of fairness and equity for all should be its goal.

GUIDELINES FOR THE APPRAISAL OF POLICIES AND PROCEDURES GOVERNING DISCIPLINE AND THE CONTROL OF VIOLENCE AND VANDALISM

These guidelines have been prepared by a special task force on Violence and Vandalism appointed by the Board of Directors of ACSA.

Each district may use these guidelines to evaluate itself or may utilize various resources within ACSA to assist in appraising the policies of the district. The material used in the appraisal instrument reflects some of the existing policies in California school districts.

The purposes of the appraisal are:

* To assist school districts in a self appraisal process.
* To provide an assessment of current district policies governing the control of vandalism and violence in the schools.
* To assist school districts in the development of new policies.
* To provide School Administrators with model policies and procedures developed and implemented by other school districts.

THE USE OF THIS APPRAISAL INSTRUMENT

Appraisal of a program in a school district need not be a difficult or time-consuming process. However, if appraisal is to be valuable to a school district, it must be done carefully with a commitment that changes will be made in both policies and procedures if the results of the appraisal indicate that these changes would be in the best interests of the school district. This appraisal program is designed to take the board and administrator through the process of analyzing its policies and procedures relative to discipline, vandalism and violence. Obviously some of the materials which follow will not be applicable to all school districts.

DIRECTIONS FOR USE

The superintendent should designate a staff member to conduct the appraisal.

The appraiser should be authorized to use additional staff members to assist him/her.

The school district's present policies and procedures should be used as the basis for appraisal. The guidelines which are included in this brochure are only suggestions that will focus attention on the potential needs of your district for policy statements or for administrative regulations.

A rating sheet accompanies each section. This rating sheet can be used to indicate the nature of changes in which you may wish to consider making in your policies.

(See Sample Rating Sheet
Appendix "I").

BOARD OF EDUCATION EXPECTANCIES AND POLICIES
AND THE CONTROL OF VANDALISM AND VIOLENCE

1.0 In our district:

1.1 There is a published set of goals which are renewed or revised each year.

1.2 There is a written philosophy of education.

1.3 New priorities are determined each year based upon the needs of the students.

1.4 Our Board of Education has open lines of communications with the community.

1.5 There are written attendance rules that are communicated to parents.

1.6 There is a program that creates positive attitudes between students of different races, creeds and nationalities.

1.7 The educational expectancies are disseminated in a manner that will insure reaching all members of the school community.

1.8 There are written codes of expected behavior communicated to students and parents.

1.9 All employees are expected to promote good student behavior.

1.10 Parents are expected to be financially responsible for losses caused by student vandalism or violence.

1.11 Policies governing control of violence and vandalism are based upon updated laws and are in consonance with regulations established by the district.

1.12 Policies establishing standards and procedures for the maintenance of order in schools are supplemented by the delineation of the rights and responsibilities of students, teachers, administrators and parents.

1.13 Due process procedures are clearly stated and provide channels for the addressing of student grievances.

1.14 The staff and the community were involved in determining the need for policies, in studying the primary causes of our problems and in recommending solutions.

1.15 Our policy is written in a clear and concise language that is easily understood and minimizes misinterpretation and ambiguity.

1.16 Our policy recognizes the unique features of our school district, our schools and our community.

1.17 Our policy format is such that it can be distributed easily.

1.18 Our policy on vandalism and violence calls for plans to be developed and implemented at each school site and allows for flexibility depending upon the actual conditions and needs in our individual communities.

1.19 In a multilingual community our school policy is available in several languages.

1.20 The board of education clearly states through its policies and regulations its intent to enforce a student discipline program that provides a safe and healthy educational environment.

1.21 The board of education has committed itself to backing enforcement of fair student discipline policies.

1.22 The board of education has agreed upon the goals and standards of discipline and conduct which should be expected of all students.
1.22.1 The procedures to be used if standards are not met
1.22.2 The reporting practices desired
1.22.3 The evaluation procedures to be used
1.22.4 The dissemination of agreed upon policies to staff, parents, community and students

1.23 The board of education delegates to its superintendent the responsibility and authority to carry out its policies on school discipline, violence and vandalism and hold him/her accountable for results.

1.24 The board of education supports all personnel acting within the framework of district policy.

1.25 The board of education has adopted a strong discipline policy that provides for alternative disciplinary actions and educational programs which includes counseling as well as expulsion.

1.26 The board of education has provided for due process to protect the rights of individuals and safeguards the integrity of the school district.

1.27 The board of education has adopted a policy which encourages due process in expulsion hearings before the governing board with the board remaining impartial.

1.28 The board of education has adopted a written policy which includes reasonable provisions for the time, place and manner in which students may exercise freedom of speech and has established guidelines for student publications.

1.29 The board of education has established policies controlling access to school property for non-students. 12

1.30 The board has established a reasonable budget for the control of violence and vandalism.

1.31 The board of education has established a policy regarding the responsibilities, authority, and accountability of administrators and teachers that safeguards the rights and responsibilities of all students.

1.32 The board of education has established policy which requires the employment of administrators and teachers who are capable of relating with all segments of student population.

1.33 The board of education has developed specific policies which describe acceptable and unacceptable conduct and the penalty to be assessed as these relate to misconduct.

1.34 The board of education has developed specific policies for handling students who are involved in criminal acts on and off campus.

1.35 The board of education has developed specific policies that give administrators the necessary authority to carry out adopted policies relating to violence and vandalism.

(For Illustrative Materials See Appendix A).

SUPERINTENDENT AND THE CONTROL OF DISCIPLINE VIOLENCE AND VANDALISM

2.0 In our district:

2.1 The superintendent of schools has assisted the board of education in making policy decisions relating to the control of discipline, vandalism and violence by:

2.1.1 Defining specific problems clearly.

2.1.2 By collecting necessary data.

2.1.3 By making alternative proposals both pro and con for the solution to the problems.

2.1.4 By making specific recommendations.

2.2 In the development of policy, the superintendent involves those affected by decisions.

2.3 The superintendent provides for the necessary personnel, facilities, and materials required to carry out the policies.

2.4 The superintendent supports all personnel performing duties and responsibilities within the framework of district policies, school regulations and applicable laws.

2.5 The superintendent provides for assistance to staff in the complex problems which may arise in the development and implementation of vandalism and violence control.

2.6 The superintendent keeps the public informed of programs that have been established to control violence and vandalism and of the progress being made.

2.7 The superintendent has established a structure for the development, implementation and evaluation of procedures and processes for carrying out board adopted policies in violence and vandalism.

2.8 The superintendent has established reporting procedures.

2.9 The superintendent has available an up-to-date written consolidation and coordination of all statutes cross-referenced as they relate to discipline, violence and vandalism.

2.10 The superintendent has established a procedure for the re-entry of juvenile offenders to the school program in such a manner that the rights of the student and staff are protected.

2.11 The superintendent has established cooperative working relationships with law enforcement agencies.

2.12 The superintendent has gained the support of the community in the district's program to improve discipline and reduce violence and vandalism.

2.13 The superintendent has established a data collection system which makes it possible to retrieve data essential to the solution to problems or to the development of intervention programs.

2.14 The superintendent has identified the kinds of conduct by students that may result in expulsion, suspension or other disciplinary action.

2.15 Lines of authority and responsibility are clearly spelled out in writing by the superintendent and distributed to all teachers and administrators.

2.16 The procedures for handling suspension, expulsion or other disci- plinary action as stated in writing include who may suspend and reasons.

2.17 The process for parents and/or student appeals are clearly deline- ated

2.18 The superintendent with staff has developed a plan to improve dis- cipline and for controlling vandalism and violence that include:

2.18.1 Goals and objectives

2.18.2 Implementation procedures

2.18.3 Public relations and media coverage

2.18.4 Training of personnel in specific assigned tasks

2.18.5 Identification of staff who is responsible for suspension

2.18.6 Monitoring and reporting procedures

2.18.7 Utilization of staff resource personnel in and outside the district

2.18.8 Reviewing of plant security systems

2.18.9 For cooperating with other youth serving agencies

2.18.10 In-servicing all teachers and administrators

2.18.11 Procedures for dealing with non-students who disrupt school activities

2.18.12 Emergengy plans and procedures in case of a major disruption

2.18.13 Procedures for working with law enforcement

2.18.14 Process for reviewing and evaluating the plan

2.18.15 Development of written site plans that conform to the overall district plan

2.19 The plan is published and distributed to staff, teachers, students, and community.

(For Illustrative Materials See Appendix A & B).

SCHOOL SITE ADMINISTRATORS AND THE CONTROL OF DISCIPLINE, VIOLENCE AND VANDALISM

3.0 In our district:

3.1 The site administrator, with the assistance of staff, students and community developed a plan for maintaining good student discipline in conformity with district policies and guidelines.

3.2 The site administrator has clearly delineated the role and responsibility of each staff member in the discipline process.

3.3 The site administrator is familiar with group or gang behavior on campus and in the community.

3.4 The site administrators, with assistance of staff, students and parents have developed a written code of expected student behavior that is consistent with board policies.

3.5 The code of expected behavior includes consequences for violations.

3.6 The code of expected student behavior is published and distributed in a manner that insures it reaches all parents and members of the community.

3.7 The code is written and distributed in lanaguages other than English in Multilingual communities.

3.8 The code is consistent with updated laws as they relate to youth.

3.9 The code of expected student behavior emphasizes personal responsibility for one's actions.

3.10 The code includes due process and appeal procedures as well as statements of student responsibilities.

3.11 The site administrator has developed a plan for in-servicing teachers in handling disruptive and assaultive youth.

3.12 The site administrators have a written plan for handling major disturbances on or near campus.

3.13 Site administrators review the school code of expected student behavior with the student body at least twice a year.

3.14 Site administrators have identified conditions on the campus and in the community, that may contribute to discipline, violence and vandalism problems to the superintendent.

3.15 Site administrators have established a good working relationship between the schools and law enforcement agencies in the community.

3.16 There are standardized procedures for reporting incidents of vandalism and violence.

3.17 Each site administrator has established a security procedure for protection of personal property and persons in an emergency.

3.18 The site administrator is knowledgeable of the characteristics of youth gangs.

3.19 The site administrator has developed specific plans for disciplining gangs' or negative groups' activities.

3.20 The code of expected student behavior is handled firmly, fairly and consistently.

3.21 Expectation of good student behavior is a part of our school's curriculum.

3.22 There are plans for identifying and working with violent or assaultive youth.

3.23 Site administrators have developed plans to enlist student and community support in the prevention of vandalism.

3.24 Site administrators have notified all parents of E.C. 48909 in which they will be held financially liable for damages intentionally caused by their child.

3.25 Site administrators regularly review their plant security and suggest changes where needed.

3.26 The site administrators have appointed one person to coordinate the school discipline, violence and vandalism plan with the authority to review and modify where necessary.

3.27 The site administrators have developed programs that encourage racial and ethnic harmony.

3.28 The site administrator has developed plans for dealing with gang or group disturbances.

3.29 Site administrators have available a quick and concise reference book of all laws related to youth.

(For illustrative materials - See Appendix D).

THE TEACHER AND THE CONTROL OF DISCIPLINE, VIOLENCE AND VANDALISM

4.0 In our district:

4.1 Teachers are expected to have a responsible part in the control of student behavior in our school.

4.2 The teachers are given assurance that they have the support of the principal, superintendent and the board in carrying out the district and school policies.

4.3 The teachers expectation and standards for student behavior and work in their class are clearly expressed to student and parent at the beginning of class and reemphasized throughout the year.

4.4 The teachers mirror their expectation of students in their behavior.

4.5 The teachers are involved in developing the school code of expected student behavior.

4.6 The teachers consistently emphasize the dignity and worth of every individual.

4.7 The teachers avoid confrontation with students, where the students self-esteem or ego is placed on the line.

4.8 In conflicts between teacher and student, a private conference between the two is required before other steps are taken.

4.9 The teachers are given in-services training regularly in how to work with disruptive students.

4.10 The teachers are given in-service training in teacher rights and responsibilities as it relates to students.

4.11 The teachers are aware of the procedure and the requirement for reporting assaults on staff and students.

4.12 Teachers communicate regularly with parents concerning their child's progress.

4.13 The teacher provides for individual differences.

4.14 The teachers maintain confidentiality of information gained from student records and in private counseling sessions.

4.15 The teachers have a high expectation of good behavior and academic progress of all students at the school.

4.16 The teachers are knowledgeable in how to handle intruders without escalating the problem.

4.17 The teachers set and publish class goals and objectives and relate the daily work to those goals.

4.18 The teachers are knowledgeable of how to secure personal and district property against theft and vandalism.

4.19 The teachers accept as part of their responsibility the supervision of student behavior any place on the campus or at all school activities.

4.20 The teachers are given a meaningful role in resolving any discipline problem in the school.

(For illustrative materials - See Appendix E).

PARENTS AND THE CONTROL OF DISCIPLINE, VIOLENCE AND VANDALISM

5.0 In our district:

5.1 The parents are familiar with the district policies, rules and regulations as they relate to student behavior.

5.2 The parents are knowledgeable of the school's standards of behavior or expectation of their child.

5.3 The parents worked with schools in the development of the local school standards of expected behavior.

5.4 The parents accept the responsibility for assisting in control of child's behavior while at school.

5.5 The parents are knowledgeable of the discipline procedures used at the school and support its enforcement.

5.6 Parents are aware of their financial liability for the acts of willful misconduct or vandalism of their children.

5.7 Parents are aware of the school and district appeal procedures for decisions that may adversely affect the children.

5.8 Parents accept the responsibility for teaching their child respect for the school rules and for the rights of others.

5.9 Parents accept the responsibility for their child's attendance in school and dilligence in his/her studies.

5.10 Parents accept the responsibility for participation in conferences regarding the behavior of or educational development of their child.

5.11 The parents are knowledgeable of the school plan to combat poor discipline, violence and vandalism.

5.12 The parents cooperate fully with the school plan to combat poor discipline, violence and vandalism.

5.13 The parents are familiar with the characteristics of gang youth.

5.14 Parents are willing to assist the school in improving its discipline or combating vandalism by volunteering as aides and/or volunteers.

5.15 Parents accept the concept that the education of their child is a partnership between the school and the parent.

(For illustrative materials - See Appendix F).

THE STUDENT AND THE CONTROL OF VIOLENCE AND VANDALISM

6.0 In our district:

6.1 The responsibilities of students are indicated in writing.

6.2 Responsibilities of students include:

6.2.1 Attending school and classes regularly and punctually

6.2.2 Complying with school regulations

6.2.3 Following the prescribed course of study

6.2.4 Complying with the authority of school personnel

6.2.5 Meeting the competency standards prescribed

6.2.6 Avoiding profanity and vulgar language

6.2.7 Dressing appropriately

6.2.8 Accepting responsibility for unacceptable behavior

6.2.9 Respecting the authority of teachers, administrators and other school staff

6.2.10 Conducting oneself in school in a manner which does not interfere or disrupt the rights of other students

6.2.11 Preparing school assignments and meeting course deadlines

6.2.12 Showing respect for public and private property

6.3 The rights of students are clearly stated in writing and students have accessibility to them. Students have the right:

6.3.1 As citizens to have equal protection under the law

6.3.2 To attend a community supported school and earn a good education

6.3.3 To be protected against acts of violence while engaged in school activities.

6.3.4 To have access to documents which describe the rules and regulations under which they live

6.3.5 The right to file complaints if their rights are violated, to be heard in timely fashion and the right to appeal

6.3.6 Right against racial, religious, national origin, sex, or handicap discrimination

6.3.7 To be treated as a person of worth and with dignity

6.3.8 Right to be informed of items which are critical to their personal development and their ability to fit into the social order

6.3.9 Right to know what is expected

6.3.10 Right to complete his/her assignments even while under sus- pension and to receive credit if earned in accordance with established policy

6.3.11 Right to be heard prior to disciplinary action being taken

(For illustrative materials - See Appendix G).

STAFF DEVELOPMENT AND CONTROL OF DISCIPLINE, VIOLENCE AND VANDALISM

7.0 In our district:

7.1 Teacher in-service programs include an understanding of the complex problem faced by the schools in attempting to resolve serious violence and vandalism problems.

7.2 The school district has workshops and in-service training programs for teachers and administrators in the effects of teacher behavior on individual students.

7.3 There are district workshops and in-service training programs on:

7.3.1 Rights and responsibilities of students

7.3.2 Addressing issues and ways in which tensions can be reduced that directly affect school operation

7.3.3 Training in decision making process

7.3.4 Dealing with students with chronic absences

7.3.5 Rights and responsibilities of teachers

7.3.6 Effective communication with parents and community

7.3.7 Improving school climate for learning

7.3.8 Dealing with apathetic students

7.3.9 Understanding physical and psychological handicaps to learning

7.3.10 How to involve the uninvolved student

7.3.11 How to affect positive change within the system

7.3.12 Helping students find success in school

7.3.13 How to deal with failure

7.3.14 Develop skills in human relationships

7.3.15 How to set realistic goals

7.3.16 Positive discipline and assertive discipline

7.3.17 How to testify in court and present evidence

7.3.18 School law

7.3.19 Board rules and regulations 24

7.3.20 Professional expectations

7.3.21 Human relationship skills

7.3.22 How the Juvenile Justice System works

7.3.23 Strategies for dealing with youth gang members and gangs

7.4 Orientation programs are provided for new and returning teachers in understanding of the criminal justice system and related responsibilities pertaining to school discipline.

7.5 In-service training programs are provided for staff members who may be placed in situations where violence or abusive behavior could develop rapidly.

7.6 Administrators and teachers are provided with staff development programs that develop sensitivity to cultural diversity and life style differences.

7.7 In-service training programs are provided for staff in relating to the Bilingual-Bicultural student and parent.

7.8 Administrators and teachers are provided with information and assistance developing programs to make all the students feel a part of the school.

ALTERNATIVE PROGRAMS AND EDUCATIONAL OPPORTUNITIES
IN THE CONTROL OF DISCIPLINE, VIOLENCE AND VANDALISM

8.0 In our district:

8.1 There are alternative educational programs for the atypical student.

8.2 Students have opportunities to receive special help and instruction in basic skills by teachers who have been trained to work with students who have special needs.

8.3 There are programs, schools and classes that meet before or after the regular school day or week for special need students.

8.4 Alternative schools or programs have been provided which are built around specialized curricula for students with special interest.

8.5 The secondary schools have developed educationally sound independent study programs.

8.6 The vocational training programs offer excellent opportunities for developing salable skills as well as basic education.

8.7 There are tutorial programs available through the school or volunteer agencies.

8.8 Business and civic groups are involved in the development and support of some of the Districts alternative educational programs.

8.9 There are counseling programs available for individual students and/or families through district, public or private agencies.

8.10 There are alternatives to suspension or expulsion when a student must be removed from a regular school campus or class.

8.11 There are classes for students who have learning disabilities.

8.12 There are alternative schools or programs in which individualized instruction and innovative educational approaches are encouraged.

8.13 There are alternative programs that allow for written contractual agreements between the student, parent and school.

8.14 There are provisions or programs which allow the repaying of damages to school property willfully damaged by students either by work at school or money payments.

8.15 There are programs that encourage public youth serving agencies to work or counsel with youth on campus.

8.16 There are provisions for making involuntary transfers of students between schools and district.

8.17 Students in alternative programs and evening classes are provided programs that encourage pride in the school and the need to protect school property.

8.18 The irregular attending student is provided an opportunity to move back into the main stream by attending after school or Saturday classes.

(For illustrative material - See Appendix C).

INTERAGENCY INVOLVEMENT AND THE CONTROL OF VIOLENCE AND VANDALISM

9.0 In our district:

9.1 Our board of education and/or superintendent with the Chief Law-enforcement official in the district announces to the community regularly a plan of mutual cooperation.

9.2 Prior to school each year, a meeting between school officials and all youth serving agencies is held to develop a procedure for working together.

9.3 The site principals meet regularly with law enforcement officials in their school community and make plans for mutual cooperation on issues related to schools.

9.4 There is a procedure for the interchange of information regarding students that is consistent with the privacy act.

9.5 Each school and youth agency has the name, title, telephone number of the contract person in each school or agency on any problem involving a youth.

9.6 There are programs to create an awareness of how the Juvenile Justice system works and how to use it to assist the schools.

9.7 Law enforcement personnel and other youth agencies are provided with an opportunity to learn how the school system works as it relates to their functions.

9.8 The school security unit works closely with law enforcement agencies.

9.9 Law enforcement, probation and other youth agencies are invited to be a part of the school on occasions other than when problems arise.

9.10 Law enforcement officer and other youth agencies are invited to present workshops in classrooms or visit with faculty and students on regular basis.

9.11 There is a concerted plan between all relevant government agencies, civic organizations, citizens and school to combat violence and vandalism.

9.12 There is a procedure for cooperating with law enforcement agents when students are alleged to have been involved in criminal activity.

9.13 There is a procedure for law enforcement and/or probation to notify school officials of students enrolled in their school who are potentially violent or dangerous.

9.14 Guidelines for school staff and law enforcement personnel are drawn up for the occasions when law enforcement is asked to assist on campus.

9.15 Probation, law enforcement, judiciary and D.A. are involved in the development and implementation of our plan to combat youth gang activity.

9.16 There is a procedure for a quick transfer of student records between court schools and public schools.

9.17 The school plant security plan is shared with and reviewed by local law enforcement agents.

9.18 Off-duty local law enforcement personnel is used as needed to supplement school security force.

9.19 As a condition of probation, vandals are required to make restitution where applicable.

(For illustrative material - See Appendix H).

COMMUNICATIONS AND THE CONTROL OF VIOLENCE AND VANDALISM

10.0 In our district:

10.1 The superintendent has compiled and keeps current information from Penal, Education, Welfare and Institution and Title 5 -- the laws affecting the control of discipline, vandalism and violence. This information is available for use in all schools. Administrators in the district are familiar with the laws governing school districts.

10.2 The staff understands who is responsible for the control, implementation and monitoring of the vandalism and violence.

10.3 Procedures exist for communication between school personnel and personnel in other agencies which spells out the roles and functions of each agency.

10.4 There is mutual cooperation between all agencies that deal with problems of violence or vandalism.

10.5 The community is kept informed of the progress being made in the school district's control of violence and vandalism.

10.6 Written policies on school violence and vandalism are distributed to all agencies affected.

10.7 A uniform district handbook on discipline, violence and vandalism has been written and disseminated to related agencies.

10.8 Students and parents are kept informed of the rules, regulations, and board policies pertaining to discipline.

10.9 Parents are informed of their right to be heard.

10.10 Each school has developed a building security handbook which is available to representative personnel from related agencies.

10.11 The district promotes on a regularly scheduled basis an awareness program to parents, teachers and students and community the policies and administrative procedures relating to student discipline and the control of violence and vandalism.

10.12 The board of education has published reference material relating to the issues of violence and vandalism and discipline which indicate specific violations, code and school rule sections violated and possible penalties.

ROWLAND UNIFIED SCHOOL DISTRICT

RESOLUTION ON CAMPUS VIOLENCE

The Board of Education of the Rowland Unified School District,

Mindful of the need to create a safe and pleasant atmosphere for learning in the schools for all students;

Knowing that good citizenship must be taught and learned in schools so that all students can become useful adult citizens;

Realizing that the overwhelming majority of students and parents support the reasonable rules in the schools; and

Appreciating that those few students who defy school authorities or create problems in classrooms or on campuses have a very negative effect on the learning opportunities for other students,

DOES HEREBY RESOLVE

Strong support of the newly developed Secondary Student Code of Conduct, and

An expectation that these rules will be uniformly and diligently applied to all students,

AND FURTHER DECLARES that it will support the efforts of school principals and staff to take whatever corrective action is necessary to deal with serious offenses under State laws and District Policies.

The Board especially considers the following serious offenses as intolerable in the secondary schools of the District:

Possession or use of any dangerous object or weapon;

Causing or threatening to cause physical injury to another person;

Disruption of activities in the classrooms or on the campuses;

Willful defiance or persistent disobedience of the valid authority of supervisors;

Possession, use, or sale of narcotics or other illegal substances, and

Intimidating other students or adults at schools.

Students found guilty of involvement in such serious acts will face expulsion from the district or other severe penalties.

The Superintendent is directed to post this notice in secondary schools and to circulate it among all students and their parents.

Adopted January 18, 1979 Clerk, Board of Education

APPENDIX A

BEAR VALLEY UNIFIED SCHOOL DISTRICT

STUDENTS

Subject: Behavior

The Board of Trustees of the Bear Valley Unified School District affirms that the primary objective of its schools is to educate youth. It believes that in order to prepare the pupil academically and socially for a democratic society, the acceptance of self-discipline and individual responsibility is essential. It affirms further that public education is a duty predicated on compliance with the laws of the State, the rules and regulations of the Board of Trustees; and that pupils who are a disturbing influence, who are repeatedly guilty of misconduct or who fail to show diligence in their studies should not be permitted to continue in school.

The Board of Trustees believes further that all pupils who give evidence of a sincere desire to remain in school, to be diligent in studies, and to profit by educational experience, be given every opportunity to do so and will be assisted in all ways possible to achieve scholastic success to the limit of their individual abilities.

The purpose of this district policy is to define more clearly the area of responsibility which the individual pupil, the home, and the school must assume, and to establish required standards of the pupil's behavior during that period when the pupil is legally under the supervision of the school.

Areas of Responsibility

a. Board of Trustees

The Board of Trustees of the Bear Valley Unified School District holds all certificated personnel responsible for the proper conduct and control of pupils while legally under the supervision of the school.

b. Superintendent

The superintendent shall implement necessary procedures, rules and regulations, to make effective the policies of the Board of Trustees relating to standards of student behavior. He/she may involve representatives of all areas of school personnel, pupils, parents and citizens of the community.

c. Principal

The school principal shall be responsible to the superintendent for the conduct of the pupils of the school. The principal shall have the responsibility and the authority to formulate school rules and regulations, to enforce the district policies relating to standards of pupil behavior, in conformity with procedures established by the superintendent. The principal may, when feasible in developing these rules and regulations involve respresentatives of his/her administrative staff, teaching staff, classified personnel, pupils and parents of pupils. The principal shall give full support to teachers performing their duties within the framework of the district policy and the school regulations. The principal shall exercise professional judgment in the disposition of behavior referrals.

Bear Valley Unified School District (continued)

d. Teachers

Teachers shall be responsible for the instruction of pupils in rules and regulations of proper conduct, as well as be responsible for proper and adequate control of pupils. The responsibility and authority of any teacher extends to all pupils of the Bear Valley Unified School District, under the assigned supervision of the teacher, and to other pupils.

e. Parents

Parents shall be expected to cooperate with the school authorities regarding the behavior of their children. Parents shall be held responsible for the willful misbehavior of their children, as indicated by Section 1414.1 of the Civil Code, and 48909 of the Education Code.

f. Pupil Behavior

Pupils shall be properly instructed in rules and regulations of acceptable conduct; they shall then be responsible for understanding and complying with the standards of behavior described therein. Any pupil who fails to comply with these laws and rules concerning pupil behavior may have the privilege of attending school revoked. The failure of a pupil to comply with the duties outlined below constitutes misconduct. Such a pupil is liable to probation, suspension, exclusion or explusion. The following offenses may constitute grounds for expulsion or suspension:
(Education Code 4890[illegible], 48096, 48907, 48909, 19910)

1. Immoral conduct
2. Defacing or destruction of school property
3. Flagrant dishonesty or theft
4. Abusive behavior toward other students or teachers
5. Habitual truancy
6. Persistent defiance of the school authorities
7. Habitual profanity or vulgarity
8. Possession of tobacco, or smoking on the school grounds, or at a school-sponsored trip or activity. (Ed. Code 48903.5)
9. Use of, or possession of, alcoholic beverages on the school grounds, or at school-sponsored trips or activities.
10. Possession, use, selling or otherwise furnishing or under the influence of any controlled substance as defined in Section 11007 of the Health & Safety Code (narcotics, dangerous drugs and marijuana), on the school grounds or at a school-sponsored trip or activity.
11. Any other act which is inimical to the welfare of the other students of the school.

g. Pupil Responsibility

Students shall accept responsibility for their part in the learning process.

Bear Valley Unified School District (continued)

Desirable Student Behavior - Diligence in Study

A pupil who is diligent in study shall:

1. Be in class on time with necessary materials.
2. Give his/her attention to the explanation and directions of the teacher and to contributions of other pupils.
3. Be prepared to contribute his/her share to discussion of group projects.
4. Complete assigned work on time.
5. Meet acceptable standards of academic achievement
6. Accept the responsibilities of making up work because of absence from class.

(cf. 5114 - suspension, expulsion)
(cf. 5144 - disciplined punishment)

Policy adopted 09/03/80

APPENDIX A

SAN JOSE UNIFIED SCHOOL DISTRICT
San Jose, California

STUDENT BEHAVIOR POLICY

The Board of Education believes that every pupil should increasingly practice the knowledge, skills and values which are critical to personal development and social order in a free society. Curricular goals for students have been established by the Board of Education and emphasize the need for each student to strive to:

1. Learn and use the fundamental skills
2. Participate in the governing process
3. Help all people live in fellowship and peace
4. Protect and improve the environment
5. Prepare for a career and family
6. Develop self-esteem
7. Improve human relationships
8. Act creatively
9. Maintain a sound mind in a sound body
10. Think with clarity and freedom

In order to achieve these goals it is necessary for students to behave in ways which are conducive to maintaining a safe, orderly, humane and effective learning environment. This Student Behavior Policy, together with the statement of Students Rights and Responsibilities and appended applicable state law sets forth the district's expectations for student behavior as well as outlining responsibilities of parents and school personnel relating to the law and district policy.

I. RESPONSIBILITIES OF STUDENTS

A. Expectations

Students shall attend school punctually and regularly, conform to the regulations of the school, obey promptly all the directions of the teachers and others in authority, observe good order and propriety of deportment, be diligent in studies, be respectful, kind and courteous to all associated with the school, including students, teachers, administrators, parents and other adults, and refrain from the use of profane and vulgar language.

Students shall dress appropriately for daily attendance at school. The type and style of clothing and hairdo are individual and personal. Only when these are extreme and cause or threaten to cause school distraction and distruption shall the school be concerned.

B. Accountability

Students shall be held accountable for willful misconduct. Students are subject to disciplinary and/or legal action as appropriate to the following:

San Jose Unified School District (continued)

1. Damage or theft of school or private property;
2. Cause, attempt to cause, or threaten to cause physical harm to another person;
3. Possess, sell or otherwise furnish any firearms, knife, explosive, or other dangerous object to a student at school or at a school activity off school grounds;
4. Unlawfully possess, use, sell, or otherwise furnish or be under the influence of any controlled substance as defined in Section 11007 of the Health and Safety Code, alcoholic beverage or intoxicant of any kind;
   [controlled substances include but are not limited to: prescription drugs, marijuana, hashish, opiates, cocaine, amphetamines, barbituates, hallucinogens (such as PCP, LSD and peyote) and inhalents which produce an intoxicated condition.]
5. Possess or use tobacco on school premises except in designated high school smoking areas;
6. Commit an obscene act or engage in habitual profanity or vulgarity;
7. Disrupt school activities;
8. Willfully defy the valid authority of supervisors, teachers, or administrators, or
9. Be truant or tardy.

II .RESPONSIBILITIES OF PARENTS, SCHOOL PERSONNEL AND THE BOARD OF EDUCATION

A. Parents

Parents shall be responsible for the willful misconduct of their children. Parents are required by state law to respond without delay to any request by school officials to attend a conference regarding their child's school related misconduct. The parent of any minor child whose willful misconduct results in injury or death of a member of the immediate school community or damage to any real or personal property belonging to the school shall be liable for all such damages as prescribed by law.

B. Teachers

Teachers shall be responsible for proper and adequate control of students. Teachers shall enforce the rules and regulations in the schools and shall give support to their principals in maintaining district policy. Teachers shall inform the principal's office of willful acts of misconduct and violations by students of applicable law.

C. Classified Personnel

Responsibilities of classified personnel relating to student behavior shall be limited to those specifically authorized and assigned by appropriate certificated personnel. Classified personnel shall inform the appropriate school officials of the willful acts of misconduct and violations by students of applicable law.

San Jose Unified School District - continued

D. Principals

Each school principal shall be responsible to the Superintendent for the conduct of the students enrolled in the school. Under the direction of the principal, each school community shall formulate in writing, school regulations necessary for a safe and orderly learning environment and an efficient educational program in accordance with district policy. These regulations shall have been agreed upon by a representative committee of the school community including, but not limited to: faculty, parents and students.

The principal shall be responsible for informing continuing students and their parents of the Board Policy, the school regulations and applicable law at the beginning of each school year and shall inform transferring students and their parents at the time of the enrollment of the student in the school.

The principal shall give support to personnel performing their duties within the framework of school regulations, district policy and applicable law and shall involve the parents of children conducting themselves contrary to district policy and/or applicable law. The principal shall be responsible for informing the appropriate teachers regarding the disposition of behavior referrals.

E. Superintendent

The Superintendent shall be responsible for the establishment of procedures to carry out Board of Education Policy and to process violations of applicable law. Such responsibility shall include:

1. Holding all school personnel, students and parents responsible for the conduct of children in the schools of San Jose Unified School District;
2. Supporting all certificated and classified personnel performing their duties within the framework of district policy, school regulations and applicable laws;
3. Providing assistance with complex student problems through the support services available within the school district, and
4. Establishing procedures for obtaining and utilizing services other than those of the San Jose Unified School District, which are available through public and private agencies for assisting students and parents.

F. Board of Education

The Board of Education holds all school personnel responsible for the control and proper conduct of students while under the legal supervision of the school and supports all personnel acting within the framework of district policy. Full support and mutual cooperation shall be given by all school personnel in the administration of district policy. The Board of Education expects all certificated employees to exercise sound professional judgment in employing preventive, therapeutic and punitive measures to promote acceptable student behavior.

DERECHOS DEL ALUMNO CONCERNIENTES A DISCIPLINA

APELACIONES. Si un alumno es expulsado de la escuela, el padre o guardián podrá apelar al consejo de educación del condado. (Código Ed. 48914)

CASTIGO CORPORAL. El castigo corporal no debe ser administrado a ningún alumno sin el previo consentimiento escrito de el padre del alumno o guardián. (Código Ed. 49001)

Cualquier persona quien premeditamente cause sufrimiento mental a un niño es culpable de delito menor. (Código Penal 273a)

REGULACIONES DE DETENCION. Un alumno no deberá ser requerido a permanecer en la escuela durante el intermedio, al mediodía, o durante cualquier descanso. (5 C.A. Código 352)

Un alumno no deberá ser detenido en la escuela para disciplinar ú otra razón por más de una hora despues del cierre de día escolar máximo. (5 C.A. Código 353)

LIMITACIONES SOBRE SUSPENSION. Ningún estudiante deberá ser suspenido de la escuela por más de 20 dias en el año escolar excepto si deberá primero ser transferido a y matriculado en ya sea (a) cualquier otra escuela regular para próposito de ajuste, (b) una clase de oportunidad en su escuela de residencia, (c) una escuela de oportunidad o clase, o (d) una continuación de educación o clase. (Código Ed. 48911)

PROCESO LEGAL ESTABLECIDO. El proceso establecido requiere, en conexión con una suspensión de 10 dias o menos, que al estudiante se le de una noticia oral o escrita de los cargos contra él, y si los niega, tiene una oportunidad para presentar una explicación de la evidencia y la parte de su historia a las autoridades. (U.S. Suprema Corte: Goss v. Lopez)

RECURSOS INFORMATIVOS

La escuela local debe ser su primer selección para información acerca de asuntos discutidos en este fólleto. Para información adicional, usted puede comunicarse con:

John Marshall, Asistente del Superintendente
Servicios Educacionales 487-3918

MARIN Litho. Inc. Oxnard, Ca.

Como padre, ciudadano y contribuyente, usted indudablemente comparte nuestro interés referente a la necesidad para una disciplina efectiva y un aumento de respeto por la ley y orden de los estudiantes en nuestras escuelas.

Cuando los padres envian a sus niños a la escuela, ellos deben sentirse seguros sabiendo que sus niños estarán seguros y cuidadosamente supervisados. Un medio efectivo en que usted puede ayudar a nuestras escuelas en este esfuerzo es estar informado de los derechos y responsabilidades de padres y estudiantes y discutirlos con sus propios hijos. Yo estoy seguro que usted estará de acuerdo en que es importante que cada ciudadano sea conciente de información que le asistirá en hacer de nuestras escuelas un lugar bien disciplinado y seguro para nuestros hijos. Este sumario de responsabilidades legales y derechos de padres y estudiantes esta designado para proveerlo con tal información.

Reconocemos que la gran mayoría de nuestros jovenes ya estan concientes de sus responsabilidades y estan buscando lograr sus objetivos educacionales en una manera constructiva. Ciertamente ellos merecen tener escuelas donde aprender sea una experiencia productiva y satisfactoria.

Norman R. Brekke
Superintendente del Distrito

DISTRITO ESCOLAR DE OXNARD

831 South B Street
Oxnard, California 93030

FALTA DE HACER TRABAJO ESCOLAR. Cada niño debe ser diligente en estudiar. (5 C.A. Código 300)

El consejo gobernante de cada distrito escolar debe establecer reglamentos de logro esperado del alumno en cada nivel de grado en cada area de estudio. (Código Ed. 44662)

ABUSO DE DROGA. El uso, posesión o venta de drogas o otras substancias peligrosas constituye buena causa para suspensión expulsión. (Código Ed. 48904)

Es un delito menor para cualquier persona encontrarse en cualquier espacio publico bajo la influencia de licor intoxicante, drogas o cualquier combinación de esto. (Código Penal 647F)

FUMAR. El fumar o tener tabaco en las premisas de la escuela constutuye buena causa para expulsión o suspensión. (Código Ed. 48903-48903.5)

HARAGANEAR. Haraganear (pasear o desperdiciar el tiempo ociosamente sin obvio próposito escolar). Cada persona quien este ociosa en cualquier escuela es un vagabundo y es culpable de un delito menor. (Código Penal 653g)

DAÑO MALICIOSO. Un alumno quien desfigure, dañe, o destruya cualquier propiedad escolar es expuesto a suspensión o expulsión. (5 C.A. Código 305; Código Ed. 48909)

Cada persona quien maliciosamente destruya cualquier propiedad real o personal que no le pertenesca es culpable de un delito menor. (Código Penal 594)

DAÑO A PROPIEDAD DEL DISTRITO ESCOLAR. El padre es responsable por todo el daño premeditado de un menor a la propiedad de la escuela, también por propiedad del distrito, prestada al menor y no regresada sobre demanda de un empleado autorizado del distrito. (Código Ed. 48909)

PROFANIDAD. Cada alumno debe retenerse completamente del uso de lenguaje profano y vulgar. (5 C.A. Código Ed. 48903)

Cada persona quien maliciosa y premeditadamente disturbe la paz y quietud de una vecindad o personas por el uso de lenguaje vulgar, profano, o indecente es culpable de un delito menor. (Código Penal 415)

RESPONSABILIDAD DEL ALUMNO Y PADRE

APPENDIX A

Oxnard School District

CONDUCTA DE ALUMNOS. Cada alumno debe asistir a la escuela puntual y regularmente; someterse a las regulaciones de la escuela; obedecer rápidamente todas las direcciones de su maestro y otros en autoridad; observar buen orden y propiedad de comportamiento; ser diligente en estudiar; respetuoso para su maestro y otros en autoridad; bondadoso y cortes para sus compañeros de escuela; y abstenerse completamente del uso de lenguaje profano y vulgar. (5 C.A. Código 300)

DEBER PARA PERMANECER EN LA ESCUELA. El alumno no podrá salir de las premisas de la escuela en el descanso, o en cualquier otro tiempo antes de la hora regular, excepto en caso de emergencia; o con la aprobación del principal de la escuela. (5 C.A. Código 303)

ASISTENCIA ESCOLAR. A cada padre o guardián se le requiere enviar a sus hijos desde las edades de 6 a 16 años a la escuela, y cada alumno sujeto a esta provisión debe asistir. (Código Ed. 48200)

El padre de cualquier alumno que falle en cumptir con las provisiones de asistencia obligatoria de tiempo completo es culpable de delito menor. (Código Ed. 48293)

LOS ALUMNOS ESTARAN ASEADOS Y LIMPIOS AL ENTRAR A LA ESCUELA. Un alumno quien va a la escuela sin la propia atención dada a limpieza personal o pulcritud de vestir, podrá enviarse a casa para ser p opiamente preparado para la escuela, o será requerido a prepararse él mismo para el salón de clase antes de entrar. (5 C.A. 302)

ABUSO DE MAESTRO Y/O NIÑO. Cualquier alumno persistiendo en el abuso o cualquier amenaza o fuerza de violencia en la escuela o en culaquier actividad relacionada a la escuela es sujeto a suspensión o expulsión de la escuela. (Código Ed. 48903)

Cada padre o guardián, o otra persona quien recrimine, insulte, o abuse cualquier maestro de las escuelas publicas en la presencia o audiencia de un alumno es culpable de un delito menor. (Código Ed. 44811)

El abuso verbal de un maestro en la presencia de otro personal escolar o alumnos en las premisas de la escuela o en una actividad escolar asignada es un delito menor. (Código Ed. 44812)

es el deber de un empleado de escuela reportar rápidamente a las autoridades un ataque, un asalto o un amago por un alumno. La falta de hacerlo es un delito menor. Cualquier persona disuadiendo tal reporte es culpable de un delito menor. (Código Ed. 44014)

ASALTO Y AGRESION. El asalto o agresión sobre un estudiante o personal escolar constituye buena causa para suspensión o expulsión. (Código Ed. 48903; 5 C.A. Código 305)

El asalto y agresión son castigados por una multa y/o prisión. (Código Penal 241, 243)

DESAFIO. El desafío abierto y persistente de la autoridad del personal de escuela constituye buena causa para suspensión o expulsión. (Código Ed. 48903)

CONDUCTA A Y DE LA ESCUELA. Cada maestro en las escuelas publicas debe tener cuenta estricta de sus alumnos por su conducta en el camino a y de la escuela, en los terrenos de recreo, o durante el descanso. (Código Ed. 44807)

DESOBEDIENCIA. La continua desobediencia premeditada constituye buena causa para suspensión o expulsión. (Código Ed. 44903)

Cada alumno debe mostrat respeto y obedecer todas las direcciones de su maestro y otros en autoridad. (5 C.A. Código 300)

PELEAS. Un alumno quien premeditada o negligentemente injurie a otro alumno o empleado escolar es expuesto a suspensión o expulsión. (Código Ed. 44807)

El maestro o administrador es exento de persecución criminal por el ejercicio razonable de control físico sobre sus alumnos. (Código Ed. 44807)

Cualquier persona quien maliciosa y voluntariamente disturbe la paz o quietud de cualquier vecindad o persona al amenazar, reñir, retar a pleito o pelear es culpable de un delito menor. (Código Penal 415)

CONDUCTA DESORGANIZADA. Cualquier alumno quien es habitualmente insubordinado o desordenado puede referirse a las cortes juveniles. (Código Ed. 48263)

Cada alumno debe observar buen orden y comportamiento. (5 C.A. Código 300)

APPENDIX B

BEAR VALLEY UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE REGULATIONS

STUDENTS

Subject: Behavioral Guide for District Schools

Discipline in the schools is of primary importance, and the Board of Trustees is required by law to establish rules of pupil behavior and to insist that these standards be maintained fairly and uniformly.

Teachers' Responsibility

Responsibility for discipline rests primarily with the classroom teacher. Teachers shall establish reasonable rules of conduct for students in their classes and inform students of these rules and penalties for rule infractions.

Teachers shall use the appropriate corrective measures when pupil behavior is unacceptable:

Counseling
Teacher-parent conference
Detention
Counselor involvement
Other - as appropriate and approved by the Board of Trustees

When the behavior of a student is beyond the control of the teacher the student shall be referred to the Building Principal or his/her designee and a written report concerning the incident must be submitted to the building administrator.

Principal's Responsibility

The Building Principal or his/her designee shall investigate the incident of misbehavior and use the appropriate corrective measures:

Counseling by an administrator or building counselor
Detention
Parent-student-administrator conference
Revocation of privileges
Removal from class
Corporal punishment (with parent approval)
Suspension
Other - as appropriate

Enforcement

Disciplinary policies within the Bear Valley Unified School District will be enforced within the general guidelines as set forth below.

Bear Valley Unified School District (continued)

These guidelines reflect actions that are appropriate for a specific violation of district/school rules. The individual administrator shall determine the most effective action based upon his/her knowledge of the facts of the incident.

The disciplinary actions listed as follows indicate the penalty that will be imposed for a particular offense.

Penalties listed for the elementary level apply to grades 4-6. However, if there are unusual and extenuating circumstances involved, such penalties may be applied to the lower grades as well. Discipline for students in grades K-3 will be developed, published, and distributed to parents and staff by the building principal.

The following represent the majority of violations that occur in the schools. The asterisk (*) indicates mandatory police notification. The police must be notified of any violation of the Penal Code () Refers to Education Code Sec. 48900.

		Disciplinary Action		
		High School	Grades 7, 8	Grades 4, 6
I.	Violations Against Persons			
*A.	Assault (c) An intentional threat of bodily harm to another person by force, under such circumstances as to cause a well founded fear of immediate harm, coupled with apparent ability to carry out the threat. (PC 240)	Expulsion	Expulsion	Expulsion
*B.	Battery (c) An unlawful beating or other wrongful physical violence inflicted on another person.	Expulsion	Expulsion	Expulsion
*C.	Assault on a staff member (c)	Expulsion	Expulsion	Expulsion

Bear Valley Unified School District (continued)

		High School	Grades 7, 8	Grades 4, 6
*D.	Battery on a staff member (c)	Expulsion	Expulsion	Expulsion
*E.	Weapon possession (d) The unauthorized possession of any instrument designed for or capable of producing death or great bodily harm. (PC 1200)	Expulsion	Expulsion	Expulsion
*F.	Assault with deadly weapon (d)	Expulsion	Expulsion	Expulsion
G.	Fighting (c, g, h) Mutual combat in which both parties have contributed to the situation by verbal aggravation and/or physical action.	2 d. Susp.	1 d. Susp.	1 d. Susp.
H.	Hazing (c, h) Participating in or conspiring to engage in, or conspiring for others to engage in harassing acts that injure, degrade, or disgrace other individuals. (EC 32050-52)	3 d. Susp.	3 d. Susp.	3 d. Susp.
I.	Interference/Obstruction (h) Any action taken to attempt to prevent a staff member from exercising his/her lawful assigned duties.	Expulsion	5 d. Susp.	3 d. Susp.
J.	Verbal Abuse (g, h) Disrespectful language to a staff member.	5 d. Susp.	5 d. Susp.	5 d. Susp.
*K.	Threats (c) Threatening to do unlawful injury to a person or his/her property. (PC 519)	5 d. Susp.	5 d. Susp.	5 d. Susp.

Bear Valley Unified School District - continued

		High School	Grades 7, 8	Grades 4, 6
*L.	Riot/Unlawful Assembly (h) Whenever two or more persons get together to do an unlawful act or do act in a violent, boisterous or tumultuous manner, it shall be considered a misdemeanor. (PC 407) Every person who causes a riot or does an act which urges others to commit acts of force or violence is guilty of a misdemeanor.	Expulsion	5 D. Susp.	5 d. Susp
II.	Violations Against Property			
*A.	Extortion (c) The obtaining of property from another, with his/her consent . . ., induced by a wrongful use of force or fear. (PC 518)	Expulsion	5 d. Susp.	5 d. Susp.
B.	Theft (a, b) An unlawful taking of property. (PC 484)	5 d. Susp.	5 d. Susp.	5 d. Susp.
C.	Willful Damage of Property on School Grounds or at a School Related Activity (a, b) Any student who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, is liable to suspension or expulsion, and the parent or guardian shall be liable for all damages so caused by the student.	Expulsion	5 d. Susp.	5 d. Susp.
III.	Violations Against Public Decency and Good Morals			
A.	Gambling (h) The playing of a game of chance for stakes. (PC 330)	3 d. Susp.	3 d. Susp.	3 d. Susp.

Bear Valley Unified School District - continued

	High School	Grades 7, 8	Grades 4-6
B. Vulgarity/Profanity (g, h) Language that is disgusting to the senses, repulsive.	3 d. Susp.	3 d. Susp.	3 d. Susp.
C. Offensive Social Behavior (g, h) Activities that are an infraction of acceptable social actions.	3 d. Susp.	3 d. Susp.	3 d. Susp.
IV. Violations Against Public Health and Safety			
*A. Dangerous Drugs (e) Possession, sale, use, or under the influence of any of the substances classified as narcotics or dangerous drugs, which includes marijuana. (EC 48904)	Expulsion	Expulsion	Expulsion
B. Alcohol (e) Possession, use, or being under the influence of any alcoholic product while on school grounds or at any school-sponsored activity.	Expulsion	Expulsion	Expulsion
C. Tobacco (f, h) Possession or use of any type of tobacco product that is contrary to school regulations. Possession or use of any type of tobacco product, while involved in an off-campus school related activity, that is contrary to school regulations.	2 d. Susp.	3 d. Susp.	3 d. Susp.
V. Violations Against School Administrative Procedures			
A. Defiance of Authority (h) Willful refusal to follow a legal direction/order given by a staff member.	5 d. Susp.	5 d. Susp.	5 d. Susp.

Bear Valley Unified School District - continued

	High School	Grades 7, 8	Grades 4-6
B. Continued Willful Disobedience (h) Repeated refusal to follow school rules and regulations.	Expulsion	Expulsion	5 d. Susp.
C. Distruptive Behavior (h) Actions which are prejudicial to the effective operations of the school.	5 d. Susp.	5 d. Susp.	3 d. Susp.
D. Forgery (h) Falsifying signatures or data on official records pursuant to school policy.	3 d. Susp.	3 d. Susp.	2 d. Susp.
E. Freedom of Expression (g, h) Distribution or utterance on or near school property of inflammatory, libellous, slanderous, or otherwise impermissible materia.	5 d. Susp.	3 d. Susp.	3 d. Susp.
F. Leaving Campus Without Permission (h)	2 d. Susp.	2 d. Susp.	2 d. Susp.
G. Misbehavior on School Buses (h) See Bus Riding Regulations (3541.35). Discipline action is progressive, leading to exclusion of transportation.			
H. Violation of Suspension (h) Physically present on a school campus or at a school activity while on suspension. Total consecutive days of suspension shall not exceed five (5) school days.	5 d. Susp.	5 d. Susp.	3 d. Susp.
I. Visiting Other Campus (h) Unauthorized presence during school hours on a school campus other than the assigned campus.	5 d. Susp.	5 d. Susp.	5 d. Susp.

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Regulation Approved: 09/03/80

*Alternatives to suspension and expulsions shall be utilized whenever possible. Such alternatives includes:

1. Counseling

   a. Teacher
   b. Counselor
   c. Assistant Principal and/or Dean
   d. Principal
   e. Parent conference
   f. Case conference

2. Remedial Measures at School

   a. Change of program
   b. Part-time program
   c. Referral for consultant, psychologist, health services
   d. Detention
   e. On-Campus suspension
   f. Placement in opportunity class
   g. Corporal punishment
   h. Work study programs
   i. Written student contracts
   j. Independent study programs
   k. Saturday school
   l. Campus clean up/beautification programs
   m. Special education programs
   n. Work experience programs

3. Referral to Community Agencies

   a. Referral for physical examination
   b. Private guidance clinic
   c. Family Service
   d. Out-patient/mental health unit
   e. Probation Department
   f. SARB
   g. Welfare Department
   h. Law enforcement

4. Intra-District Transfer

   a. Transfer to a similar school
   b. Enroll in a continuation school
   c. Opportunity school
   d. Alternative schools
   e. Project furlough
   f. Community center classroom
   g. Special Schools for pregnant or handicap
   h. ROP and ROC Programs

Continued

5. Inter-District Attendance Agreements

   a. Transfer to another school in another district

6. Exclusion

7. Expulsions

*Jurupa School District

Los Angeles Unified School District

Vista Unified School District

APPENDIX D

MUIRLANDS JUNIOR HIGH SCHOOL
1056 Nautilus Street
La Jolla, California 92037
(714) 459-4211

Dear Muirlands Students,

This pamphlet informs you of the rights, responsibilities, and rules for students while at school.

Your first responsibility is to read this pamphlet and to have a clear understanding of its contents.

You will be held accountable for knowing and following all rules and for accepting the consequences whenever you chose to violate the school's standards. These standards are going to be upheld. Every student has the right to learn in a safe, encouraging environment; thus, no one has the right to abuse any person or the physical environment itself.

School standards are established by California State law, the San Diego Unified School District, the community, the parents, the staff and the students of Muirlands Junior High School. These rules and consequences were written with the intent of developing a system of managing student behavior that is fair to everyone, consistent, predictable, and one that works.

The Muirlands Staff

STUDENTS HAVE THE RIGHT TO:

1. Receive a meaningful education to prepare them to take their place in adult society.
2. Express their opinions and have them heard and respected as long as the opinions are expressed in a responsible and timely way.
3. Have a positive learning environment including:
   a. Reasonably quiet and comfortable place to work;
   b. Contemporary curriculum materials;
   c. Reasonable amount of individual attention and instruction;
   d. Knowledge of what is expected of them. The teacher will have written classroom standards. Students will receive a copy of these academic and behavioral standards within the first two weeks of class, and a copy should be posted in a conspicuous location in the classroom.
   e. A clean, attractive and functional school plant.
4. Be respected as an individual human being and to receive constructive criticism.
5. Learn according to their ability and achievement level and be elevated according to their ability and achievement.

Muirlands Junior High School- continued

6. A full period of instruction. (Teachers, as well as students must be on time for class.)
7. Receive fair and consistent treatment in class, which includes:
   a. A clear understanding and explanation of rules and consequences;
   b. A right to be heard, and have witnesses heard, within reason, when there is a conflict.
8. Attend school without having their person or property threatened or harassed.
9. Learn skills that aid self-discipline, and problem solving.
10. Learn human relation skills which promote positive inter-personal communication.

TEACHERS HAVE A RIGHT TO EXPECT STUDENTS TO:

1. Respect them as human beings
2. Allow them to work at school without threat to themselves or their personal property.
3. Allow them to teach to the best of their ability without student harrassment or disruption.
4. Communicate with them in a responsible, honest, and non-threatening manner.
5. Be aware of and adhere to the teacher's classroom standards and to school standards.
6. Carry a pass when out of class and show the pass when requested.
7. Accept the responsibility for attending school and learning to the best of their ability.

PARENTS HAVE THE RIGHT TO EXPECT:

1. That their child can come to a school which has the proper environment for a student to learn and grow in an environment free of detrimental influences.
2. To be informed of their student's academic and citizenship progress by the school's staff.

ADMINISTRATORS AND COUNSELORS HAVE THE RIGHT TO:

1. Expect students and parents to cooperate with the school and administration of school procedures and rules.
2. Expect parents to support school activities and functions which benefit students and staff.
3. Expect parents and school staff to be available to meet and discuss school programs and a student's progress and behavior.

Muirlands Junior High School - continued

RULES AND CONSEQUENCES

The following rules and consequences apply uniformly to Muirlands students. In addition to the overall school rules, teachers will communicate their individual classroom standards for students to follow. Any adult staff member may write referrals for inappropriate student behavior.

Behaviors that will not be allowed are divided into two basic areas: Type A or B. Type B behaviors are considered to be potentially more dangerous to the health, safety, and general well-being of students and staff.

If Type A or B behaviors are committed, a series of consequences will follow. These consequences will become increasingly severe if the school rules are continually broken.

There will not be a series of warnings. Instead, an action process of consequences will be initiated. The behaviors and consequences are as follows:

The Vice Principals shall be responsible for interpreting nature of problem and determining the consequences for these unacceptable behaviors referred to them. In all cases, school district procedures, and state and federal laws will be adhered to, particularly those related to student discipline, student rights, and suspensions.

TYPE "A" BEHAVIOR -

Smoking
Profanity or Vulgarity
Disruption of school activities
Threats to other students
Defiance
Disrespect to students and staff
Disregard of classroom and school-wide rules

Number of Referrals - Consequences

One	Parent contact by person ,writing ,referral.
Two	Referral to counselor, parent conference
Three	Referral to Vice Principal, 1 day suspension
Four	Three day suspension
Five	Five day suspension

Skateboards, Bicycles, Radios, Recorders

Students may not ride bicycles or skateboards on campus, nor bring radios or recorders to school. The first referral shall result in the confiscation of the article. The second referral shall result in confiscation of the article until the parent picks it up from the vice principal.

Muirlands Junior High School - continued

TYPE "B" BEHAVIORS

Theft
Assault (physical or verbal)
Battery
Vandalism
Possession of alcohol, drugs, weapons, firecrackers
Threats made to school employees
Extortion (to use threats or force to acquire money).

The minimum consequence for Type "B" Behaviors are:

Number of Referrals - Consequences

One	Referral to Vice Principal, 1 to 3 days suspension
Two	Three day suspension
Three	Four day suspension
Four	Five day suspension
Five	Recommendation for new school placement and/or recommendation for expulsion

A serious incident involving one of these behaviors may result in a five-day suspension, referral to school security, the Police Task Force, recommendation for new school placement and/or expulsion at anytime. The sequence may be by-passed at the discretion of the Vice Principal. All of these behaviors are criminal offenses and students are subject to arrest.

Fighting

Fighting is a very serious violation of school rules. Students involved in fighting will be disciplined. In all cases, students will be suspended on the day of the incident and one or more days following. Second and third offenses will result in longer suspensions, possible recommendations for a new school placement, and referral to school security or the Police Task Force.

Fighting is defined as mutual combat when two students hurt or attempt to physically harm each other. Both students in a mutual combat situation will be disciplined.

An unprovoked attack is defined as a physical attack by one person against another without cause. Such incidents will be reported to Security and the Police Task Force, and will result in suspension and recommendation for possible expulsion. There is no mutual combat in this situation.

Muirlands Junior High School - continued

OUT OF CLASS BEHAVIORS

Bus: San Diego Transit and VEEP

1. Students must show passes upon boarding a bus or have money ready.
2. Students must remain seated while bus is in motion.
3. If seats are assigned on your bus, you must remain in your assigned seat.
4. Objects are not to be thrown on, off, or at a bus.

Passes:

1. A student may not be out-of-class without a pass in his/her possession.
2. Such a pass must bear an authorized staff signature, only one student name, and must indicate room number, designation and time.
3. Students in classes requiring extensive out-of-class activity should carry identification.
4. Abuse of the pass privilege will result in pass privileges being revoked

Cafeteria:

1. Students without food will not be permitted in the cafeteria.
2. All paper and trash are to be placed in the trash cans in the cafeteria.
3. All trays are to be returned to the tray area after paper items are put in a trash can.
4. Students are to remain seated until they are ready to leave the cafeteria.
5. Students are to leave the cafeteria when they have finished.
6. All students wishing cafeteria food service are to enter the serving area via the appropriate door.

Assemblies:

1. When an entire class attends an assembly, the students will be escorted to the auditorium by the teacher. The discipline is the responsibility of the teacher as it is in a regular classroom situation. Upon arrival at the auditorium, the class is to wait at the assigned door and be led into the auditorium by the teacher.
2. When an assembly is held for a special group or groups and a teacher will not be with the group, students are to report quickly and quietly to the auditorium and take seats as directed.
3. Students are to become quiet when the asembly begins and display appropriate behavior and manners during the assembly.

Muirlands Junior High School - continued

Any infraction of these rules will be treated the same as Type A Behaviors. The consequences of Type A Behaviors are listed on a previous page.

Detention Room:

If a teacher, counselor or administrator feels it is necessary to remove a student from a classroom in order for others to continue with the educational process, but does not feel the student should be sent home, a pass to the detention room may be issued. If a student has been issued three (3) such passes in one semester, the parents will be noti- fied in writing by the counselor and may also receive a phone call from the teacher if the three passes have been issued by the same teacher. After five (5) passes to detention in one semester, the parent will be contacted by the vice principal and a conference will be set up which will include the teachers who have sent the student to the detention room.

COMMENTS ON STUDENT RIGHTS AND RESPONSIBILITIES

1. Drugs, Alcohol and Illegal Substances

   Students are responsible for using only those medications prescribed by a doctor. California Penal Code makes it a crime to sell, possess, use, or be under the influence of illegal drugs on campus. This includes marijuana, tranquilizers, etc. Offending students will be suspended and a police report is required by law.

2. Distrupting Classes

   Students will be held accountable if they disrupt the learning process of other students and teachers. Students are responsible for entering or interrupting other classes only with a pass or teacher's approval. Irresponsible interruptions will be followed by the consequences spelled out in Classroom Management Policy or the overall school policy.

3. Refusal to Follow Directions

   Students are responsible for hearing and following the directions of adults in authority without undue delay. All adults who work at Muirlands have the right and responsibility by law to supervise student behavior. When a student refuses to follow such directions, these steps will be followed:

   If a resolution cannot be achieved through discussion, a referral will be written and filed with the counselor. If this refusal is judged to be insubordination, refer to Type A consequences.

Muirlands Junior High School - continued

4. Theft and Vandalism

Students will be held responsible for respecting the property of others. Any theft or vandalism that is in clear violation of the law will require a police report and suspension from school. Parents of the students who destroy property will be billed for the entire cost of materials and labor required for repairing or replacing the damaged property.

5. Abusive Language

Students are responsible for communicating openly, honestly and without abusive language. We define abusive language as any words or gestures intended to insult, hurt feelings, or to show defiance.

6. Truancy

Students are responsible for attending all classes on time, for the full length of the period unless they show a valid written reason for not attending.

7. Smoking

Students who smoke are responsible for leaving their cigarettes, matches, lighters, etc., off campus. State law does not permit students to possess any tobacco product, lighters, or matches at school. Students who have these items on campus will be given a referral which requires a parent contact. A repeated violation of this state law will result in suspension.

8. Litter

Students are responsible for using the trash cans for all trash. This includes food, seeds, paper, bottles, cans, bags, etc. Students who choose to litter the environment will be assigned cleanup duty. Continual littering will be followed by more severe consequences. In effect, no student has the right to litter an environment that is shared by over 1200.

TO MUIRLANDS' PARENTS:

Dear Parents:

It is the responsibility of the parents to read and understand the Muirlands Discipline Policy to make sure their student is aware of the rules and the consequences of breaking those rules; and to cooperate with the school in maintaining and encouraging proper standards of behavior for their children.

As provided in the Education Code of the State of California, parents shall be held responsible financially and otherwise for willful misconduct of their children.

APPENDIX D

LOS ANGELES HIGH SCHOOL

1981 - 1982

REGLAS DECOMPORTAMIENTO ESTUDIANTIL

ESTUDIANTES NO DEBEN:

1. Tener o usar dragas o alcohol en el campo escolar.
2. Apostar en la escuela.
3. Tener armas en su posesion.
4. Fumar en la escuela.
5. Pelear.
6. Comer o beber en los pasillos.
7. Maltratar o destuir propiedad de la escuela.
8. Tener radios o grabadoras en la esuelas (Si la esuelas los levanta se los entrega nada mas a los padres).
9. Usar sombreros o gorras en los salones excolares.
10. Usar profandidad o amenzar a otros.
11. Usar, tener, o cargar insignias de pandillas (ropa, bandanas etc) o demostrar cosas que simbolicen pandillas.

SE ESPERA QUE LOS ALUMNOS:

A. Permanezcan todo el dia en el campo escolar
B. Asistir a clases puntualmente.
C. Cumplir con todas reglas escolares.
D. Tratar a todo con respeto y cortesia.
E. Venir a la escuela con ropa apropiada.

SI NO CUMPLEN CON ESTOS REGLAMENTOS PUEDE RESULTAR EN ACCION DISCIPLINAR:

TEAR OFF

REGLAS DE COMPROTAMIENTO ESTUDIANTIL

He leido y pienso cumplir con los reglamentos de comportamiento estudiantil de Los Angeles High School.

firma del estudiante

firma del padre o guardian

CHARTER OAK SCHOOL DISTRICT

Section II Off Campus Lunch Privilege

A. Each student who for valid reasons must leave the campus during school hours shall have specific authorization from the principal's office. Principals are authorized and directed to develop procedures at their respective schools to implement the following:

1. Elementary students shall be permitted to eat at home only when written authorization from the parents is on file. Lunch passes shall be issued only to those students whose parents have indicated in writing that they wish their son or daughter to leave campus at lunch time. Such authorization shall not be construed to include eating at commercial restaurants or food stands.

2. Intermediate students shall be permitted to eat at home only when written authorization from the parents is on file. Lunch passes shall be issued only to those students whose parents have indicated in writing that they wish their son or daughter to leave campus at lunch time. Such authorization shall not be construed to include eating at commercial restaurants or food stands.

3. High school students shall be permitted to leave campus at lunch time.

4. Students going home for lunch shall live close enough to the school to enable them to go to and from home without being late to their afternoon classes.

5. Students at all levels will be permitted to go home because of extenuating circumstances (i.e., a student who must go home to assist an invalid parent during lunch period) and must receive specific authorization from the principal for a defined length of time.

Section III Student Unrest on Campus

Principals should consider the following guidelines for selecting procedures to be used in situations involving student unrest. Each campus situation may differ in its degree of seriousness and complexity and call for action less than outlined herein or more than noted in this section.

A. Suggested methods for minimizing student unrest:

1. Establish communication and strive for mutual understanding by respective parties of each other's concerns, limitations, hopes, and plans.

2. Devote time and energy to keeping curricular offerings relevant to the needs of the pupils.

3. To lessen the degree of unrest, counters to student unrest should be drawn carefully, thought out and implemented rapidly, decisively and completely.

Charter Oak School District - continued

B. Preparation for student unrest:

1. Have a plan on file in the office of the principal and superintendent. Review and revise if necessary. Discuss it and appropriate contingency actions with certificated and classified staffs, as well as local law enforcement personnel.

2. In addition to the suggestions in (c), below, a plan might include but not be limited to such specifics as:

   a. Staff assignments and general duties
   b. Communication procedures, etc.
   c. Identification badges for staff and plainclothes police officers
   d. The principal only will release information
   e. Direction for taking notes or taping conversations and actions
   f. Making maps of campus for law enforcement
   g. The manner in which the use of loud speaker equipment is to be utilized
   h. How names are to be taken and if cameras will be used.
   i. The bell schedule

3. Commit to immediate mental recall a general course of action with many alternatives and much flexibility which will enable you to meet various situation.

C. Suggested general procedures for handling student unrest:

1. Meet with appropriate school personnel to determine whether a student demonstration, disturbance or riot is probable or imminent on or outside of the school grounds.

2. Direct administrators, counselors, coaches and teachers whom students like and recognize, to circulate through student gatherings talking to students, calling them by name and in general allowing students to get themselves "off the hook" without having to commit themselves to some inappropriate action. Attempt to get students to return to classes if they have walked out. Do not use physical force should students resist.

3. Assign a certificated staff member to each building area as a building captain or leader to insure communication.

4. Make it clear early in the situation that as principal you want to talk to dissent groups immediately to hear their concerns.

5. At some point following item 1, the principal should call the Superintendent or designee and provide information regarding the situation and the intended plan of action. The important point here is the aspect of communication, not necessarily approval to proceed with the plan.

Charter Oak School District - continued

C. Suggested general procedures for handling student unrest - continued

6. Try to get student body leaders or other goup leaders to talk to the protesting groups to encourage them to follow appropriate channels for registering protests.

7. Attempt to move congregated groups into classrooms, gymnasium, cafeteria, etc., to talk. Engage them in a discussion of their problems in smaller groups and in a place where they can communicate to you, and you to them.

8. Set reasonable limits of behavior for the group involved in any discussion with you. If these limits are ignored, those who fail to comply should be subject to appropriate disciplinary action which may well involve suspension from school.

9. Contact the parents of students involved as soon as possible. Removal of the student by the parents and/or suspension may be in order.

10. If outsiders are involved, the appropriate law enforcement agency should be notified. If the group involves only the students of the school, every effort should be made to work out solutions or disperse the gathering or other activity by the use of school personnel prior to requesting assistance from a law enforcement agency. If property damage is involved, it will generally be appropriate to notify police immediately.

March 27, 1979.

APPENDIX D

FRESNO SCHOOL DISTRICT

ADDITIONAL CAUSES FOR DISCIPLINARY ACTION

The education code specifies violations which may result in suspension. In addition, it is the school's obligation to refer violations of existing criminal or civil laws to law enforcement authorities. Some of the offenses listed below which involve only school rules may call for disciplinary action other than suspension, expulsion, or referral to law enforcement authorities.

Criminal Acts

.1. Alcoholic beverage: possession/sale/use
2. Arson
3. Assault
4. Battery
5. Blackmail
6. Bomb: threat/ possession/use
7. Burglary
8. Coercion: intimidation/threat
9. Extortion
10. False fire alarm
11. False reports
12. Forgery
13. Gambling
14. Homicide
15. Indecent exposure
16. Libel
17. Loitering
18. Narcotics and/or controlled substances: possession/sale/use
19. Obscenity/lewdness
20. Rape
21. Robbery
22. Sex offenses
23. Shakedown/strong arm
24. Slander
25. Theft/larceny
26. Trespassing
27. Vandalism/property damage
28. Weapon: possession/use
29. Violation of any other local, state, or federal statute.

Non-Criminal Acts

1. Disrespectful attitude and/or actions toward fellow students.
2. Disrespectful attitude and/or actions toward adults (governing board personnel, parents, visitors, and so forth).
3. Profane, obscene, indecent, or immoral behavior, language and/or gestures.
4. Abusive language (e.g., slander, public accusation, libel, racial, ethnic, or religious slurs).
5. Harassment, hazing, or initiation.

Major Offenses of Unacceptable Conduct

1. Violating each individual school's rules as defined in school handbook.
2. Posting or distributing unauthorized communicative materials on school grounds or at school activities (e.g., commercial, religious, political, pornographic).
3. Throwing or projecting any type of object as a missile or except in legitimate school activity.

Fresno School District - continued

4. Failing to abide by rules and regulations regarding field trips.
5. Cheating and/or copying
6. Possession or use of tobacco products except as permitted by state law and school district policy and regulations.
7. Willfully defying authority.
8. Forging of any person's signature.
9. Willfully defacing equipment and/or facilities.
10. Displaying any unacceptable physical contact of a sexual nature (e.g., kissing, petting, and so forth).
11. Fighting, tripping, kicking, or engaging in any other physical contact which could result in injury.
12. Gambling
13. Presenting or carrying false identification (student or non-student).
14. Indecent exposure
15. Interfering unlawfully with school authorities and programs.
    A. Student.
    Example: Student persuades another student to leave class while class is in session
    B. Non-student (students from other schools, dropouts, adults)
    Example: Entering classroom without permission from administrator
    Example: On campus without visitor's pass.
16. Other acts of willful disobedience or disorderly behavior which may prove detrimental to the school, harmful to health and safety, and/or inhibiting to the rights of others.
17. Hazing, harassment, initiation.
18. Membership in secret clubs on campus.
19. Unauthorized possession, use or duplication of keys to school buildings, premises or property.
20. Failure to observe written and posted school traffic and parking regulations.

Minor Offences of Unacceptable Conduct

1. Failing to have appropriate materials and supplies (books, pens, pencils, paper, and so forth).
2. Disposing of trash improperly.
3. Whispering or making rude or unnecessary comments.
4. Bringing unauthorized radios, tape players, recordings, or recorders to school.
5. Bringing unauthorized toys, pets, or any type of disruptive items to school.
6. Bringing unauthorized visitors to school.
7. Using class time improperly.
8. Losing or damaging textbooks, library books, or related materials.
9. Failing to complete assigned work.
10. Using profane, obscene, indecent or immoral language and/or gestures.

Fresno School District - continued

11. Exhibiting any unacceptable physical contact (e.g., swatting, pinching, hair pulling, and so forth).
12. Failing to return required forms with proper and authentic signature(s).
13. Running or or causing disturbance or disruption in halls or buildings.

Attendance Offenses

1. Truancy: One or more unexcused absences.
2. Excused absence: An excessive number of excused absences or a pattern which indicates abuse of the compulsory attendance requirement.
3. Unexcused tardies: Failure to enter class within the established schedule.
4. Leaving class or school without permission.
5. Unexcused absence: An absence not due to illness of the student, death in family, religious observance of the specific faith of the student, subpoena, suspension, or an absence permitted by prior arrangement made with the school.

Misconduct on the Bus

1. Eating; drinking; smoking.
2. Unacceptable language.
3. Horseplay; rowdiness.
4. Rudeness; discourtesy; loudness
5. Safety procedure violation.
6. Destruction of property.
7. Fighting; pushing; tripping.
8. Throwing objects.
9. Extending any part of the body outside the bus.
10. Disobeying bus driver or bus rules.

SPECIFIC MISBEHAVIOR & PUNISHMENTS	First Offense	Second Offense	Subsequent Offense
1. Arson, Bomb Threat, Explosives on Campus, False Alarm - Before, during, or after school	Sheriff's and/or Fire Depts. called, suspended or expelled.	Sheriff's and/or Fire Depts. called. Expelled.	
2. Blackmail or Extortion	3 days Saturday Work Crew	3 days suspension. Sheriff's Office notified.	
3. Bus Misbehaviors.	Warning given & recorded	Parents notified, loss of bus transportation for 5 days	Loss of bus transportation remainder of school year.
4. Cafeteria Standards Violation.	Loss of cafeteria privileges & assignment to cleanup for 5 days.	Denial of use of cafeteria for remainder of semester or two months (whichever is longer)	Denial of use of cafeteria fo remainder of school year.
	(If a student comes into the cafeteria after once being denied the use of it, five days detention will be given.)		
5. Classroom Standards Violation.	At the beginning of each semester (within first 10 school days) each teacher discusses classroom standards with students. Warning given by teacher.	Classroom disciplinary action.	Administration referral
6. Cutting Class or Leaving School Grounds Without Permission	2 days detention for each period missed, up to 10 days	3 days detention for each period missed, up to 20 days	1 day on Saturday Work Crew for each period missed, up to 5 days.
7. Destroying or Attempting to Destroy Property	Parents notified and restitution made. Discretion as to replacement or repair rests with affected person. If other than accidental, sheriff's office may be notified, and detention and/or suspension may also be given.		
8. Drug Paraphernalia Possession	4 days of detention & paraphernalia confiscated	2 days of suspension, 4 days of detention, and paraphernalia confiscated.	
9. Entering a Room Without Permission.	Depending upon severity of incident; detention, Saturday Work Crew, and/or suspension may be given.	Depending upon severity of incident; Saturday Work Crew and/or suspension may be given.	
10. Failure to Return Property which has been found or stolen	(A student who finds or receives property and does not, immediately, give the property to the office secretary, a teacher, a staff member, or the person to whom the property belongs or who is found in possession of the property at any time during the school day.) 4 days detention.	2 days on Saturday Work Crew.	
11. Fighting at School or on School Grounds.	2 days detention, unless fighting in self-defense	2 days suspension & 4 days detention, unless self-defense	
12. Forgery	2 days detention.	1 day on Saturday Work Crew.	

SPECIFIC MISBEHAVIOR & PUNISHMENTS	First Offense	Second Offence	Subsequent Offense
13. Gambling	Detention, Saturday Work Crew, and/or Suspension may be given, depending upon the severity of the incidents.		
14. Harassment or Intimidation of individuals.	Detention, Saturday Work Crew, and/or Suspension may be given, depending upon the severity of the incidents.		
15. Library Standards Violation at Lunch.	Warning & removal from Library	2 days detention & removal from Library for a week.	Loss of Library privileges for a semester.
16. Marijuana, Alcohol, or Other Drugs: Use or Possession	Sheriff's Office notified, 5 days Suspension, and whatever other action deemed appropriate.	Sheriff's Office notified, and student expelled.	
17. Missing or Misbehaving While on Detention.	2 hours on Saturday Work Crew.	1 day on Saturday Work Crew.	
18. Missing or Misbehaving While on Saturday Work Crew.	1 additional day on Saturday Work Crew.	1 day Suspension.	

OXNARD HIGH SCHOOL DISTRICT

Do's And Dont's For Teachers

"Teaching might be fun if it weren't for the kids."
-- Anonymous

The words are those of a beginning teacher -- a very frustrated beginning teacher. The identity is irrelevant. Similar laments have been uttered by teachers from New York to Oshkosh, from Los Angeles to Topeka, perhaps at one time or another in just about every school district across the country. The words decry a common problem: discipline.

And the problem is, by no means, reserved for beginners. Marguerite Pearce Metcalf, a teacher at Parkview High School, Little Rock, Ark., contended: "Discipline is one of the most serious problems the beginning teacher faces. But if it is any comfort to the novice, experienced teachers often find it baffling, too."

Any teacher -- particularly a beginning teacher -- "must begin her understanding and implementation of discipline with herself," the Little Rock teacher said. Teachers must establish a "professional philosophy" of "preparation, respect and dedication," and teachers must be totally prepared, putting together each assignment "with methodical precision and a touch of personal creativity . . . When students recognize proficiency of a teacher and her competency in the subject, half of the battle for disciplined classes is won," the Little Rock teacher said.

Furthermore, a teacher must "treat each student, regardless of age, as she would treat an adult." If this can be accomplished, she said, "solid rapport is in the offing." And, if in addition to competency and respect, the teacher can demonstrate dedication, students will be "quick to sense it, easily influenced by it, and their behavior altered by it," the teacher said.

Yet, even after adopting such basic and sound philosophies as these, many educators point out, the goal of achieving proper classroom discipline is still frustrating, complex and usually hard to achieve. And one of the complexities involved is recognizing the differences in the makeup of each individual youngster in the classroom, and of the teacher, too.

"It is important for all teachers to understand that a child's behavior is determined by the notions he holds about himself: who he is, how well he likes himself, where he is going," said Maida L. Riggs, associate professor of physical education, U. of Massachusetts. "This is no less true for teachers. And how are those notions established? By experimenting and exploring, probing and protecting, trying and testing, discovering and discarding."

* A teacher should be understanding, friendly, tolerant and sincere. Efforts to be "one of the gang" will seldom be successful, but an atmosphere of mutual respect will.

Oxnard High School District - continued

* A teacher should remember that every student in his class wants to be successful, particularly those with a record of failure. A teacher must always accentuate the positive.

* A teacher should be thoroughly prepared in his assignment at all times.

* A teacher should keep an orderly, attractive and cheerful classroom. Those same qualities apply to him, too.

* A teacher should be enthusiastic and courteous and, above all, maintain a sense of humor.

* A teacher should learn to know each and every student in the class, including prior records, his likes and dislikes, his problems, his temperament; anything that will improve communications with the pupil.

* A teacher should change the routine occasionally; do something exciting with the students now and then; ask them for ideas.

* A teacher should be able to admit to an error and to apologize if he has treated a pupil unjustly.

* A teacher should let students know he cares.

* A teacher should establish a minimum number of rules and even these should be kept as simple as possible.

* A teacher should make sure the punishment fits the misdeed. And a student must be told the reason he is being punished.

* A teacher should be patient.

* A teacher should be thick-skinned.

What Teachers Should Not Do

Educators agree that there are plenty of "don'ts" -- if a teacher is to cope with the problem of discipline. Among them are the following:

* A teacher should never get into a "do it or else" situation.

* A teacher should never punish the entire class for the actions of a few. The innocents will harbor resentment; disrupters will gain recruits.

* A teacher should never make study or homework a punishment

* A teacher should avod arguing with students. A temporary victory in putting a pupil down is rarely a "win" in the long run.

Oxnard High School District - continued

Nevertheless, despite its complexities, its frustrations and its many varied problems, discipline in the classroom is seen as an absolute essential to learning. The phrase most often used by teacher trainers and by teachers themselves is simply: "While good disciplinarians are not always good teachers, good teachers are always good disciplinarians."

Many students themselves support such a statement. In a 1970 "Youthpoll" sponsored by the American College Testing Programs, college-bound students across the nation agreed that their "best" teachers were those who were "demanding" and "caring," and their "worst" teachers were those who were either soft on discipline or on marks. The results, How Students Rate Their Schools and Teachers, published in 1971 by the National Association of Secondary School Principals, indicate students consistently rated as their best teachers the ones who worked them the hardest. The majority of the students interviewed said discipline is desirable and order in the classroom is necessary to give them the opportunity to learn.

Good Disciplinarian: 'Firm, Fair, Friendly'

The words "firm, fair, friendly" are the keys to better discipline in the classroom, according to Alvin W. Howard, associate professor of the college of education, U. of New Mexico. Howard, a former elementary and junior high school teacher, counselor and principal, said: "Good discipline does not result if a teacher adopts an inflexible, punitive approach, or if he is too permissive, pretending that annoying behavior does not exist."

But firmness does not imply "rigid domination of children, nor does it require snarling and growling at them to cow them into submission . . . Authoritarianism breeds resentment," Howard contended. "Most children have a keen sense of fair play. If a pupil does something wrong, he expects to bear the consequences, but he also expects anyone else who commits the same offense to receive the same treatment."

Warren Willian Bell, a counselor at Parkway School District, St. Louis, MO, sees proper discipline as a means toward "developing within the student a sense of good judgment consistent with a desirable system of values leading to proper self-control and self-direction. "One would think," he said, "that this aspect of teaching would be thoroughly covered in college and university education courses, but that is not always the case. Many times it is covered superficially, and too often the beginning teacher finds that the theory that was stressed in college does not work when put into practice."

What Teachers Should Do

Educators generally agree that "what works for one teacher may not work for another." But they also agree that certain general guidelines must be followed by all teachers if they are to effect positive discipline in the classroom. Among those most often mentioned are the following:

Oxnard High School District - continued

* A teacher should be fair at all times, especially if he expects similar treatment from the students. Consistency is mandatory.

* A teacher should not try to do the impossible. Some pupils have emotional problems that only a psychologist, psychiatrist or an agency which provides such services can solve.

* A teacher should never humiliate a child. Ridiculing a youngster in front of his peers not only will turn the student against the teacher, but more than likely will turn his peers against the teacher, too.

* A teacher should not strong-arm students. If corporal punishment "must" be used, it should be done only as last resort, without malice and only in the manner prescribed by school district policies.

* A teacher should not refuse to consider mitigating circumstances.

* A teacher should not overburden children with demands beyond their ability.

* A teacher should not revoke a previously granted privilege until the child understands why.

* A teacher should not insist that a child "confess" wrongdoing.

* A teacher should not compare one student with another. Attempts to improve a child's behavior by comparing him with a less troublesome child makes the child resent his better-behaved peer.

* A teacher should not challenge children. "The next person I catch throwing something will stay after school" usually means that someone will try it and risk punishment.

* A teacher should not harp on small imperfections and minor infractions.

SANTA ROSA CITY SCHOOLS

Teacher Responsibility

The teacher is responsible for --

(1) Reviewing district discipline policy, school rules and regulations regarding discipline, and new special requirements of the classroom with students at least two times during the school year or as frequently as deemed necessary.

(2) Enforcing consistently and fairly district policy and school rules and regulations regarding discipline.

(3) Establishing an atmosphere of proper behavior in classrooms and setting course guidelines which will give every student full opportunity to pursue his/her education without disruptions.

(4) Communicating with students and parents regarding behavior problems and proposed solutions.

(5) Reporting any continuing serious student behavior problems to appropriate site personnel.

(6) Informing other personnel and parents of any special rules required by course guidelines.

APPENDIX E

FRESNO SCHOOL DISTRICT

Responsibilities of Teachers:

(A) To know and enforce diligently, consistently, and fairly the rules and policies of the District, school and individual classroom.

(B) To make deliberate and continuous effort to meet the individual instructional needs of every student.

(C) To accept each student as an important person with individual abilities, needs, personality and worth.

(D) To assist students in becoming self-reliant and independent.

(E) To work constructively with parents, students and other school staff to provide sound educational opportunities for each student.

(F) To communicate regularly and appropriately with parents concerning their child's progress.

SAN DIEGO CITY SCHOOLS

The Parent Is Responsible For:

(1) Accepting and respecting the Right of the Board of Education to require discipline standards of behavior for all students and for all non-students while on campus during school activities.

(2) Reviewing district policy and school discipline rules and regulations with family members to ensure all are familiar with and understand the standards of conduct expected by school authorities on school campuses.

(3) Cooperating with school officials in carrying out appropriate discipline penalties when such action is necessary.

(4) Seeking out when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assisting in correcting misbehavior of students.

APPENDIX F

JURUPA UNIFIED SCHOOL DISTRICT

Area of Responsibility in Discipline

Parents.

Parents shall help school authorities see that their children are diligent in study and attendance. Parents are expected to participate in conferences regarding the behavior of their children. Parents shall be held responsible for the willful misbehavior of their children and damage to school property as provided for in Civil Code 1714.1 and California Education Code 48909.

APPENDIX F

FRESNO SCHOOL DISTRICT

Responsibilities of Parents:

(A) To assist their child in attending school regularly and on time.

(B) To provide for their child's health, personal cleanliness, acceptable grooming, and suitable dress.

(C) To listen to, consult with, understand, and trust their child.

(D) To work with school personnel and community groups to communicate concerns about circumstances which may interfere with the education of their children.

(E) To teach their children respect for the law and for the rights of others.

(F) To be responsible for their child's understanding and exercise of self-discipline and independence.

APPENDIX G

FRESNO SCHOOL DISTRICT

Rights and Responsibilities of Students

As important as these responsibilities are, we must also acknowledge the equal importance of the rights of students. And since an additional purpose of this handbook is to help students identify and understand their rights and responsibilities, they are outlined in the following section.

In compliance with the law and in the interest of fairness, the following rights and corresponding responsibilities of students are set forth.

Expression

Right: To expresss opinions, to take stands, and to support causes and beliefs whether popular or unpopular as a part of their educational experience and preparation for life in our society.

Responsibility: To exercise this right with due regard for its effect on other individuals, the school, and society.

Education

Right: To an equal opportunity for an education.

Responsibility:

A. To respect the educational rights of other students.
B. To attend school regularly and faithfully, on time, and to apply their best efforts.
C. To complete assignments and meet performance standards.

Right: To seek changes in school policies and regulations in an orderly and lawful manner

Responsibility: To abide by existing school rules and regulations.

Speech

Right: To express their opinions verbally or symbolically.

Responsibility:

A. To keep from fostering or fomenting disruption of the educational process.
B. To keep from scurrilous, slanderous, or libelous statements or writings.

Right: To actively and vigorously search for truth by discussion and examination of various views without fear of recrimination.

Reponsibility:

A. To consider and weigh the effects of their speech and actions on the honor and reputation of others as well as on themselves.
B. To avoid personal invective, abuse, and obscenity.
C. To convey information with accuracy and insight in such a manner that truth shall remain predominant.

Fresno School District - continued

Petition

Right: To take positions on issues and to present petitions.
Responsibility:
A. To avoid disruptions of classroom procedures and interference with the educational process.
B. To keep petitions free from obscenities, libelous statements, and personal attack.

Assembly

Right: To assemble peaceably in accordance with school rules.
Responsibility:
A. To know and observe existing school rules related to student assembly.
B. To ascertain from the appropriate school official the proper time and place of assembly.

Privacy

Right: To the protection of their permanent records as privileged information.
Responsibility: To treat their own record information with the same regard or accept the consequences of their own indiscretion.

Right: To privacy of their personal possessions, unless there is reasonable cause to believe that the student(s) is (are) concealing material(s) prohibited by law or school rules.
Responsibility:
A. To respect public property and the property of others as well as their persons.
B. To know and observe school rules relating to personal property or possessions at school.
C. To carefully manage their personal property which is brought to school.

Student Activities

Right: To participate in school activities regardless of race, color, creed, sex, religion, and national origin or physical handicap in accordance with federal and state law, school policy, and eligibility requirements.
Responsibility: To recognize that school activities are open and to accept other students' participation in them on equal terms.

Dress

Right: To express their individuality by means of their choices of dress in conformity with community standards, health, and safety requirements, and with due regard for the orderly functioning of the school.

Fresno School District - continued

Responsibility:

A. To dress in a manner which abides by their parents' expectations and community standards in their personal apparel and grooming.
B. To exercise acceptable health practices and to adhere to the safety requirements of their classes and school.
C. To avoid disrupting the educational process.
D. To avoid influencing others to disrupt the educational process.

Grievance

Right: To due process in disciplinary action.
Responsibility:

A. To exercise personal honesty and integrity in appealing any disciplinary action or in filing a grievance.
B. To be accurate in all respresentations, both verbal and written, regarding such cases.

HAYWARD UNIFIED SCHOOL DISTRICT

Students

Conduct

Statement of Student Conduct and Responsibility

Each student is expected to strive to take full advantage of educational opportunities and to do his/her best in all areas of school life. Each student has the right to an education in an orderly, safe, and sanitary atmosphere and is expected to contribute to this environment by meeting the following responsibilities:

1. Respecting and working cooperatively with fellow students and school staff.
2. Being punctual and regular in school and classroom attendance.
3. Elementary and junior high students remaining on the school campus during school hours, including lunch periods.
4. Responding positively and promptly to direction by faculty or staff members.
5. Refraining from fighting or other abusive behavior directed toward any student, faculty or staff member.
6. Refraining from the use of profanity or vulgarity.
7. Avoiding encouraging or assisting another student to take action which would subject a student to suspension or expulsion.
8. Refraining from possession or use of explosives, dangerous chemicals or weapons on school property or at a school function.
9. Refraining from the damage to or theft of personal property.
10. Refraining from unauthorized entry into or misuse or damage of school property.
11. Being financially responsible, with his/her parent or guardian, for willful damage or destruction of school property.
12. Refraining from the use of tobacco on school premises and at school functions.
13. Refraining from the use or possession of alcohol, dangerous drugs or narcotics on school property or at a school function.

FUNDAMENTAL RIGHTS AND RESPONSIBILITIES

The Constitutional Rights of Students

Students, whether they are on or off campus, possess certain fundamental constitutional rights as citizens of not only California but also of the United States. In the case of Tinker v. Des Moines Community School District (393 U.S. 503 [1969]), the decision of the U.S. Supreme Court included the following:

> In our system, state operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over their students. Students in school as well as out of school are "persons" under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves (students) must respect their obligations to the State. In our system, students may not be regarded as closed circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views.

Students do not leave their rights outside the school. On the contrary, students have certain rights under the Constitution that must be protected while they are in school. The right to "due process of law" and the right to "equal protection of the law," for example, are both provided for by the Fourteenth Amendment (Goss v. Lopez, 95 U.S. 720 [1975]).

The Right to an Education

The California Supreme Court has held that education is a fundamental right of all students in California since education is essential to future economic, social, and personal growth (Serrano v. Priest, 18 Cal. 3d 728 [1976]).

Neither the Education Code nor the California Administrative Code, Title 5, Education, contains any provisions with respect to the action that a student and/or his or her parent or guardian may take when one or both believe that the student is not receiving the education to which he or she is entitled. However, the ruling in the case of Doe v. San Francisco Unified School District (60 Cal. App. 3d 814) has made clear that the student and/or his or her parent or guardian may not sue for money damages in such instances.

Whenever a student or his or her parent or guardian believes that the student is not being afforded the education to which he or she is entitled, the student or his or her parent or guardian should first consult with the teacher or a counselor about the problem. If no change results, the student and his or parent or guardian should next discuss the matter with the vice-principal or principal of the school. If the school administrators are unable or unwilling to provide assistance, the student or his or her parent or guardian should bring the matter to the attention of the district superintendent or even the school district governing board.

Fundamental Rights and Resposibilities - continued

The code of Ethics of the Teaching Profession (sections 5480-5485 of the California Administrative Code, Title 5, Education) provides that "the educators believes in the worth and dignity of human beings" and that in fulfilling the goal of assisting students toward the realization of their potential as worthy and effective citizens, the educator will honor their integrity and will influence them through constructive criticism rather than by ridicule and harassment. Thus, steps similar to those described in the preceding paragraph should be taken when a student beleieves that he or she has not been treated with courtesy and respect.

The Right to Attend School

Education is both an economic and social necessity for the individual. It is also a necessity for the well-being of society. Many people believe that ignorance and the lack of mental and moral training in the early years lead to immorality and crime in later years.

The courts have ruled that "attendance at a public school is a legal right protected and entitled to the guarantees by which other legal rights are protected and secured" (Ward v. Flood, 48 Cal. 36; Wysinger v. Crookshank, 82 Cal. 588; Miller v. Dailey, 136 Cal. 212). Consequently, the parent or guardian of a child and the state in which the child resides are duty-bound to provide to him or her at least a reasonable opportunity for the improvement of his or her mind and the elevation of his or her moral condition.

The California Supreme Court has held that education is a "fundamental interest"; that is, that the right to receive an education is protected by the California Constitution (Serrano v. Priest, 18 Cal. 3d 328 [1975]).

Student Responsibilities

As a result of recent court decisions and recent legislation, public school students now enjoy more rights and privileges than ever before. Along with these new rights and privileges, however, they also have increased responsibilities. Students must realize that they will be held accountable for certain acts that involve or affect both school personnel and their fellow students.

In California all students have the responsibilitiy to "comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the school" (Education Code Section 48921 [10609]).[1] In addition students, like all persons, have the responsibility to respect the rights of all other individuals.

In short, students must demonstrate responsibility in the exercising of their rights.

Fundamental Rights and Responsibilities - continued

Compulsory Education

A state has the power to make and enforce provisions for the compulsory education of children within the state (Ex parte Liddell, 93 Cal. 633). More specifically, the State of California may require that (1) parents place their children in a public school or a private school that meets certain prescribed conditions; or (2) children receive from a private tutor or other person who possesses the required qualifications instruction in the subject matter prescribed by the Education Code (People v. Turner, 121 Cal. App. 2d Supp. 861). By instituting compulsory education for specific categories of minors, the California Legislature has exercised the state's power in this regard.

Although the Legislature has the right to prescribe compulsory education for specified categories of minors, it does not have the power to compel such minors to receive instruction from public school teachers only. Such authority would take away the right of parents to direct the upbringing and education of children under their control (Roman Cath. etc. Corp. v. City of Piedmont, 45 Cal. 2d 325), which would be unconstitutional (People v. Turner). However, the compulsory education system of California, since it provides for exemption of children attending private schools or receiving private instruction (Education Code sections 48222 [12154] and 48224 [12155], is not subject to objection on this ground (People v. Turner). Furthermore, the right of parents to send their children to private rather than public schools is subject to a reasonable exercise of the state's police power (Roman Cath. etc. Corp v. City of Piedmont).

Compulsory Education for Minors Ages Six to Sixteen

As provided by Education Code Section 48200 [12101], each parent, guardian, or other person having control or charge of a minor who is between the ages of six and sixteen years and who is not exempted by statute must send the child to a public full-time day school for the entire time during which the public schools of the city, city and county, or school district in which the minor lives are in session.

Any exemption of a minor from attendance at public full-time day school must be obtained from the proper school authorities (Education Code Section 48220 [12151]). School authorities must grant exemptions to children who can be classified as follows:

1. Children whose physical or mental condition is such that it prevents or renders inadvisable attendance at school or application to study (Education Code Section 48221 [121521])
2. Children who are being instructed in a private full-time day school that meets certain requirements (Education Code Section 48222 [12154])
3. Children who are mentally gifted and who are being taught in a private full-time day school (Education Code Section 48223 [12154.5])
4. Children who, for at least three hours a day and 175 days of each calendar year, are being instructed in English and the other branches of study required to be taught in the public schools by a private tutor or other person holding a valid credential for the grade taught (Education Code Section 48224 [12155])

Fundamental Rights and Responsibilities - continued

5. Children who are in entertainment or allied industries and who are taught by qualified persons or organizations (Education Code Section 48225 [12155.5])
6. Children who are blind or deaf to an extent that renders them incapable of receiving instruction in the regular elementary or secondary schools (Education Code Section 48226 [12156])
7. Children who, on the recommendation of the principal, the supervisor of attendance, or the superintendent of schools and upon the approval of the Superintendent of Public Instruction, have been assigned to a vocational course in a place of employment (Education Code Sections 48227-48228 [12157-12158]) (Such children must be over the age of fourteen and must have a valid work permit.)
8. Children who hold permits to work (Educational Code Section 48230 [12160]) (Such children are subject to compulsory attendance upon part-time classes, however.)

Any person who has control of a minor and who fails to comply with any of the provisions of the compulsory education law related to minors ages six to sixteen, unless excused or exempted therefrom, is guilty of a misdemeanor and is subject to a fine or imprisonment (Education Code Section 48293 [12454]).

Compulsory Education for Minors Ages Sixteen to Eighteen

As provided by Education Code Section 48400 [12551], all persons who are at least sixteen but under eighteen years of age and who are not exempted by statute shall attend special continuation education classes maintained by the governing board of the high school district or unified district in which they reside or by the governing board of a neighboring high school district or unified district for not less that four 60-minute hours per week for the regularly established annual school term. In addition Education Code Section 48450 [12751] stiputlates that each parent, guardian, or other person having control of a minor required to attend such classes must compel such attendance.

Education Code Section 48410 [12601] provides for exemption from compulsory continuation education of persons who:

1. Have been graduated from a high school maintaining a four-year course above grade eight or who have had an equal amount of education in a private school or by private tuition
2. Are in attendance upon a public or private full-time day school or satisfactory part-time classes maintained by other agencies
3. Are disqualified for attendance upon these classes because of their physcial or mental condition or because of personal services that they must render to their dependents
4. Are satisfactorily attending a regional occupational center (ROC) or regional occupational program (ROP) as provided in Education Code Section 48432 [5952]
5. Have demonstrated proficiency equal to or greater than the standards established by the Department of Education pursuant to Education Code Section 48412 [12603] and who have verified approval of their parent or guardian to withdraw from school (Education Code Section 48410 [12601])

Fundamental Rights and Responsibilities - continued

6. Are between the ages of sixteen and eighteen, are regularly employed, and are attending classes for adults not less than four hours per week

Any parent, guardian, or other person who has control of a minor required to attend special continuation education classes and who fails to compel such attendance or who fails to retain a copy of the minor's work permit or to present it on request is guilty of a misdemeanor and is liable to a fine or imprisonment (Education Code Sections 48450 [12751] and 48454 [12756]).

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[1]In 1976 the Education Code was reorganized. In this publication first references are the section numbers as they appear in the reorganized code (AB 3100, Chapter 1010, Statutes of 1976, as amended), which became effective on April 30, 1977. Section numbers given in brackets are the numbers from the 1973 code as amended. The absence of a citation from the 1973 code indicates that the material is new in the reorganized code.

SAN JOSE UNIFIED SCHOOL DISTRICT
1605 Park Avenue
San Jose, California 95114

LAW ENFORCEMENT AND COURT LIAISON BULLETIN NO. 1

DATE: October 31, 1975

TO: All Principals
All Vice-Principals
Supervisor of Child Welfare and Attendance

FROM: Robert Campbell, District Law Enforcement and Court Liaison Person, Supervisor of Child Welfare and Attendance

SUBJECT: LIAISON WITH THE SAN JOSE POLICE DEPARTMENT

I. PURPOSE: To maintain an effective interagency communication and coordination of services in order to:

A. Assist the personnel of the San Jose Police Department in evaluating incidences and/or persons under investigation by:

1. Providing for an exchange of social and educational information regarding students in accordance with existing state and federal law and/or regulations and in accordance with San Jose Unified School District policies and administrative regulations.

2. Providing for an exchange of information regarding crimes committed or the potential commission of crimes.

3. Providing for direct services to students referred by the San Jose Police Department to the San Jose Unified School District in order to implement appropriate educational school placements or programs.

B. Assist the personnel of the San Jose Police Department in understanding the mutual and interdependent obligations of the school system and its students in the educational process.

C. Assist the personnel of the San Jose Police Department in understanding the impact of crimes related to the school setting regarding the relationship of the school to the general community and regarding the morale of school personnel.

D. Assist in implementing or enlisting police services -- whether corrective or preventive -- so as to maintain a safe and orderly school environment for all concerned.

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San Jose Unified School District - continued

E. Assist interpreting to the personnel of the San Jose Police Department, as may be necessary, the policies and practices of the San Jose Unified School District and applicable state and federal statutes regarding schools in general.

II. PROCEDURES:

A. Monitoring of Offenses: The District Liaison Person shall monitor, by obtaining copies of Police Offense Reports (also known as Crime Reports), the below indicated classes of offenses:

1. Off-campus Offenses: Defined as those offenses committed away from the physcial setting of the school by school-aged youth of the San Jose Unified School District, but while such youth are normally under the jurisdiction of the school, and wherein the offense has resulted in citation of the youth to the Juvenile Probation Department.

2. School-Oriented Offenses: Defined as those offenses whether committed by school-aged youth or adults in which the school district, a school employee, or a member of a student body of any school within the San Jose Unified School District is victim of the offense, and, wherein the offense has resulted in referral to the San Jose Police Department.

3. Child Abuse, Child Neglect, or Child Molestation: Defined as any offense relating to child abuse, child neglect, or child sexual molestation when the victim is a school-aged youth who resides in the San Jose Unified School District.

B. Daily Contact: The District Liaison Person shall personally contact each school day, as well as each non-school day he is on duty, the following units of the San Jose Police Department, such contact to be made normally between 8:00 a.m. and 9:00 a.m.:

1. Juvenile Bureau
2. Narcotics Bureau
3. Uniform Patrol Division
4. Other Units as necessary

C. Reporting by School Administrator to District Liaison Person:

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San Jose Unified School District - continued

I M P E R A T I V E

IN EACH AND EVERY INSTANCE WHERE POLICE SERVICES HAVE BEEN REQUESTED BY SCHOOL PERSONNEL OR OTHER PERSONS FOR SCHOOL ORIENTED OFFENSES AND INCIDENCES OF CHILD ABUSE, NEGLECT OR SEXUAL MOLESTATION, THE APPROPRIATE SCHOOL ADMINISTRATOR SHALL SO NOTIFY THE DISTRICT LIAISON PERSON IN ORDER THAT A COPY OF THE OFFENSE REPORT MAY BE OBTAINED. WHEN KNOWN, GIVE POLICE CASE NUMBER, NAMES OF PARTIES INVOLVED AND TYPE OF OFFENSE. WHENEVER POSSIBLE, ASCERTAIN THE CASE NUMBER AND THE INVESTIGATING OFFICER'S NAME. RELAY SUCH INFORMATION TO ROBERT CAMPBELL, PHONE NUMBER -- 998-6014. A COPY OF SUCH OBTAINED OFFENSE REPORT SHALL BE FORWARDED TO THE APPROPRIATE SCHOOL ADMINISTRATOR.

I M P E R A T I V E

SEE SECTION VI, THIS BULLETIN, FOR A LIST OF OFFENSES FOR WHICH THE DISTRICT LIAISON PERSON SHALL MAINTAIN DISTRICTWIDE OFFENSE REPORT FILES (D.O.R.F. FILES).

III. FOLLOW-THROUGH:

A. Use of Offense Reports:

1. Alert school personnel to actual or potential problems.
2. Enlist the services of school personnel in the resolution of the problems.
3. Follow-up on referred youth and/or adults with other agencies: (by District Liaison Person unless noted otherwise)

   a. Juvenile Probation Department (appropriate CWA person)
   b. Juvenile Court (appropriate CWA person)
   c. District Attorney's Office
   d. Adult Probation Department
   e. Adult Municipal Court
   f. Adult Superior Court
   g. Small Claims Court
   h. Civil Court

B. Distribution of Offense Reports:

1. One copy in the District Offense Report File (D.O.R.F. File)
2. One copy to the appropriate Supervisor of Child Welfare and Attendance

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3. One copy to the appropriate elementary principal or to the appropriate secondary school administrator (the law enforcement contact person), but excluding Off-campus Offense Reports
4. One copy to the Business Manager's Office for offenses in which physical damage or theft of school property occurred:
   a. Burglaries
   b. Vandalism
   c. Arson
   d. Theft of School Property

C. Request for School Reports:

1. School reports on school-aged law offenders may be requested by the District Liaison Person, the appropriate Supervisor of Child Welfare and Attendance, or a Juvenile or Adult Probation Officer for use in follow-up investigation and/or disposition relating to various types of offenses. REFER TO LAW ENFORCEMENT AND COURT LIAISON BULLETIN NO. 2, FOR PROCEDURES REGARDING THE ORDERING AND DELIVERING OF SCHOOL REPORTS UNDER SUCH CIRCUMSTANCES.

IV. RELEASE OF INFORMATION TO SAN JOSE POLICE DEPARTMENT:

A. Parental Release of Information Form is not Required in the following instances:

1. To report a committed crime or the potential commission of a crime itself.
2. To release DIRECTORY INFORMATION regarding a student (names, addresses, phone numbers, etc.) in the absence of a written objection by the parent or 18 year old student duly filed at the local school.
3. To release DIRECTORY INFORMATION and/or INFORMATION FROM PUPIL RECORDS in emergency situations to protect the Safety and Health of the student or other persons.
4. When the student's family has taken the initiative in seeking police services on behalf of their child.
5. Incidents of Crime Mandated by Law to be Reported:
   a. Child Abuse, Child Neglect, or Child Sexual Molestation -- PC 11161.5 or PC 273a. Report immediately by:
      (1) Phoning Juvenile Bureau, San Jose Police Department, 277-4000, extension 4781, Officer of the Day
      (2) Phoning District Liaison Person, Robert Campbell, 998-6014
      (3) Follow-up written report to District Liaison Person. It is mandatory that such report be forwarded to the San Jose Police Department and the Dependent Intake Section of the Juvenile Probation Department within 72 hours. Use either school letterhead paper or district accident form if appropriate.

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b. Infliction of a non-accidental injury upon a minor child by any person. (Injury is defined herein to be those instances where medical attention outside of school nurse services is required as well as self-inflicted physical injuries resulting from self-mutilation and/or suicide attempts.) PC 11161.5 Report immediately by:
   (1) Phoning Juvenile Bureau, San Jose Police Department, 227-4000, extension 4781, Officer of the Day. INDICATE AT TIME OF REPORTING EITHER:
      (a) Reporting only, no police service requested, or
      (b) Reporting and services of a police officer are requested.
   (2) Phoning District Liaison Person, 998-6014, Robert Campbell, and appropriate Child Welfare and Attendance Supervisor.
   (3) Follow-up written report to District Liaison Person. It is mandatory that such report be forwarded to the San Jose Police Department and appropriate section of the Juvenile Probation Department within 72 hours. Use district accident form if applicable as first choice reporting document or school letterhead paper.

c. Student attacks upon, threats directly made toward, or menacing of school personnel - EC 12916. Report immediately by:
   (1) Phoning Juvenile Bureau, San Jose Police Department, 277-4000, extension 4781, Officer of the Day. INDICATE AT TIME OF REPORTING EITHER:
      (a) Reporting only, no police service requested, or
      (b) Reporting and services of a police officer are requested.
   (2) Phoning District Liaison Person, Robert Campbell, 998-6014, and appropriate Child Welfare and Attendance Supervisor.

d. Student assault with a deadly weapon upon another person prior to suspension -- EC 10605.5 Report immediately by:
   (1) Phoning Juvenile Bureau, San Jose Police Department, 277-4000, extention 4781, Officer of the Day, and request services of a police officer.
   (2) Phoning District Liaison Person, Robert Campbell, 998-6014, and appropriate Child Welfare and Attendance Supervisor.
   (3) Follow-up written report to District Liaison Person. Use district accident form if applicable, otherwise school letterhead paper.

San Jose Unified School District - continued

B. Parental Release of Information Form is Required in the following instances:

1. To release DIRECTORY INFORMATION when a written objection to its release has been filed at the school by the parent or an 18 year old student, except in instances detailed in Section IV-A, above.
2. To release INFORMATION FROM PUPIL RECORDS, except in instances detailed in Section IV-A, above.
3. The Juvenile Bureau and the Uniform Patrol Division of the San Jose Police Department have been provided Release of Information Forms by which to obtain parental permission for access to PUPIL RECORDS.

C. Judicial Order and/or Subpoena:

1. Upon receipt of a duly issued court order or subpoena for police access to PUPIL RECORDS, you are authorized to provide the information as directed by the order. However, Federal Regulations require notification to the parent or 18 year old student prior to compliance with the order or subpoena. Attempt to do so if at all possible prior to compliance.

V. INFORMATIONAL INPUT TO NARCOTICS UNIT, SAN JOSE POLICE DEPARTMENT:

A. The District Liaison Person shall forward to the Narcotics Unit information regarding known or suspected incidencies of sale or furnishing of drugs to school-aged youth.

I M P E R A T I V E

IN EACH AND EVERY INSTANCE OF KNOWN OR SUSPECTED INCIDENT OF THE SALE OR FURNISHING OF DRUGS TO SCHOOL-AGED YOUTH, PROVIDE SUCH INFORMATION TO THE DISTRICT LIAISON PERSON IN A WRITTEN MEMO WHEN POSSIBLE, OR WHEN NECESSARY THROUGH PERSONAL CONTACT OR BY PHONE. BE EXPLICIT AS POSSIBLE REGARDING DETAILS OF THE INCIDENT.

VI. SCHOOL-ORIENTED OFFENSES TO BE REPORTED AND MONITORED:

A. Crimes against School Property:

1. Burglaries
2. Vandalism and/or malicious mischief
3. Theft of school property
4. Trespassing
5. Arson

San Jose Unified School District - continued

B. Crimes against School Personnel:
   1. Assault and/or battery upon a school person
   2. Assault with a deadly weapon upon a school person
   3. Threatening, menacing, or intimidating a school person
   4. Obstructing a school official in the performance of his duties
   5. Destruction or theft of a school person's personal property

C. Crimes against School Students:
   1. Assault and/or battery upon a student
   2. Assault with a deadly weapon upon a student
   3. Non-accidentally inflicted injuries upon a minor
   4. Contributing to the delinquency of a minor

D. Crimes against Maintaining an Orderly and Safe School:
   1. Loitering on or about school property
   2. Refusing to leave campus when directed to do so
   3. Returning to campus within 72 hours after being directed to leave
   4. Coming upon campus with the intent to disrupt
   5. Disturbing the peace
   6. Bomb Threats and Bombings
   7. Possession on school grounds of an illegal weapon

E. Crimes Involving Illegal Substances:
   1. Alcohol Violations:
      a. Possession while under school jurisdiction
      b. Furnishing alcohol while under school jurisdiction
      c. Sale of alcohol while under school jurisdiction
      d. Under the influence while under school jurisdiction
   2. Dangerous or Restricted Drugs:
      a. Possession while under school jurisdiction
      b. Furnishing while under school jurisdiction
      c. Sale while under school jurisdiction
      d. Under the influence while under school jurisdiction

F. Other Crimes committed by youth of school-age during a time when such youth are under the jurisdiction of the school but such offense occurs off-campus (i.e., while truant).

VII. DOCUMENTS TO BE PROVIDED TO THE SAN JOSE POLICE DEPARTMENT:

A. List of school addresses and phone numbers
B. Contact persons at secondary schools
C. Map of the school district
D. Release of Information Forms
E. Time schedule for secondary schools
F. School calendar

SAN JOSE UNIFIED SCHOOL DISTRICT
1605 Park Avenue
San Jose, California 95114

LAW ENFORCEMENT AND COURT LIAISON BULLETIN NO. 2

DATE: November 5, 1975

TO: All Principals
All Vice-Principals
Supervisors of Child Welfare and Attendance
Juvenile Probation Department

FROM: Robert Campbell, District Law Enforcement and Court Liaison Person, Supervisor of Child Welfare and Attendance

SUBJECT: SCHOOL REPORTS FOR SANTA CLARA COUNTY JUVENILE PROBATION

I. PURPOSE: To provide for a system of communicating information from PUPIL RECORDS to the Juvenile Probation Department regarding school-aged youth in the San Jose Unified School District in order to:

A. Assist the Juvenile Probation Department personnel in making the most informed decisions possible regarding dispositions of youth referred to that agency, and,

B. Assist the San Jose Unified School District in meeting the educational needs of its students while maintaining a safe and orderly learning environment for all concerned.

II. ORDERING AND DELIVERING OF SCHOOL REPORTS

A. For Youth in Custody (Referral made by Booking Process):
1. Juvenile Probation Officer shall:
   a. First obtain parental signature on Request for Student Records Form.
   b. Call appropriate elementary school principal or secondary school law enforcement contact person (appropriate vice-principal), indicate he has the signed form in his possession and order a school report. NOTE: This shall normally be the Short School Report but may ask for verbal information at the time of making the request.
   c. Leave the signed release form with Mr. Lee Mathewson, Supervisor of Intake and Investigation Unit Number III, on second floor of Juvenile Probation Department.

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2. District Liaison Person shall:
   a. Pick-up signed release form at Juvenile Probation.
   b. Forward form via pony system to appropriate school administrator.
   c. Review psychological and case history files for pertinent information regarding the student. Forward such information to the Juvenile Probation Officer and place a copy of the release form in the district maintained Audit Records File.

3. School Administrator shall:
   a. Process request at school level.
   b. Note in section entitled "Service Requested by" the initials "JPD" and the name of the officer who requested the report.
   c. Distribute the completed report as follows:
      (1) White and blue copies of school report and one copy of PRC and attendance report to the Guidance Department for inclusion in the District Case History File.
      (2) Yellow copy including a copy of the PRC and a copy of an attendance report to:
          Mr. Lee Mathewson, Supervisor
          Intake and Investigation Unit III
          840 Guadalupe Parkway
          San Jose, California 95110
   d. If you believe there is a need for special attention by the Juvenile Probation Department and/or Juvenile Court regarding the youth, please so indicate when the Juvenile Probation Officer makes his contact when ordering the school report. Also, communicate this need to the appropriate Child Welfare and Attendance Supervisor assigned to your school.
   e. Place release of information form in Records Audit File.

B. For Youth Cited for a Non-School Oriented Offense which Occured Off-Campus and Not During School Hours
   1. Usually a request for a school report in such circumstances shall be made by the Juvenile Probation Officer only after having conducted the Citation Hearing provided further probation services and/or court action are deemed necessary.
   2. Procedures shall normally follow the same sequence as for when the request is made for a youth in custody.

San Jose Unified School District - continued

C. For Youth Cited for an Off-Campus Offense which Occurred While the Youth was Truant from Classes

1. District Liaison Person shall:
   a. Order a school report normally via a written request made through the pony system. It shall be sent to the elementary principal or secondary school contact person of the student's school of attendance.
   b. Review psychological and case history files for pertinent information regarding the student. Forward such information to the Juvenile Probation Citation Officer in a sealed envelope.
   c. Forward the school report when received to the Juvenile Probation Citation Officer in a sealed envelope.
   d. Obtain the signed release of information form from the Juvenile Probation Officer following the citation hearing, or in the absence of parental signature, the returned sealed envelopes. The disposition and signed form shall be returned to the school.
   e. If information from District files had been forwarded to the Citation Hearing Officer, a copy of the parental release form shall be placed in the District Audit Records File. Returned school reports shall also be filed in the district files on the student.

2. School Administrator shall:
   a. Process request at the school level.
   b. Note in the section entitled "Service Requested By" the following: "Campbell-Citation Hearing."
   c. Send the white, yellow and blue copies of the school report and two copies each of the PRC and attendance report to the District Liaison Person via the pony.
   d. Again, if you feel there is a special need for probation services regarding the youth's school adjustment, please so indicate in writing or in a personal contact with the District Liaison Person.

3. Juvenile Probation Citation Hearing Officer shall:
   a. Not use the information in the sealed envelopes unless he has first obtained a written release from the parent or legal guardian at the time of the citation hearing.
   b. Return the signed release form (or the unopened sealed envelope if the parent refuses to release the information) to the District Liaison Person. These may be left for him with Mr. Lee Mathewson, Supervisor of Intake Unit III, on the Second Floor at Juvenile Probation Department.

San Jose Unified School District - continued

4. The Appropriate Child Welfare and Attendance Supervisor shall:
   a. Be notified of the citation by being provided a copy of the police offense report.
   b. Receive the white copy of the school report, a copy of the PRC and a copy of the attendance report upon these documents being forwarded to the District Liaison Person.
   c. Be notified of the Juvenile Probation Department Citation Hearing Officer assigned the case (such notification to be made when known by the District Liaison Person).
   d. Be notified of the disposition of the citation upon the return of the signed parental release form to the District Liaison Person. The blue copy of the school report will be returned to the appropriate Child Welfare and Attendance Supervisor at the time disposition is made.
   e. Be responsible for follow-through which may be necessary regarding the student's school adjustment.

D. For Youth Cited for a School-Oriented Offense

1.

I M P E R A T I V E

IT IS IMPERATIVE THAT THE LOCAL SCHOOL ADMINISTRATOR NOTIFY THE DISTRICT LIAISON PERSON AND THE APPROPRIATE CHILD WELFARE AND ATTENDANCE SUPERVISOR OF THE CITATION. PHONE IN SUCH INFORMATION OR SEND TO DISTRICT LIAISON PERSON A COPY OF ORANGE POLICE CONTACT FORM (3" x 5" slip) WHICH HAS BEEN PROVIDED TO YOU.

2. District Liaison Person shall:
   a. Upon notification by the school administrator, order a school report on the youth cited, following the procedures outlined in Section C, above, relating to Citation for an Off-Campus Offense while a youth is truant from classes.
   b. Enlist the services of the appropriate Child Welfare and Attendance Supervisor for follow-up with the Juvenile Probation Department as is indicated.
   c. Assist, as necessary, in establishing a Citation Hearing as soon as possible for school-oriented offenses, particularly where suspension from school accompanied the citation action.

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3. School Administrator shall:
   a. Follow steps outlined in Section C-2, above, relating to Citation for an Off-Campus Offense while a youth is truant from classes.

4. The Appropriate Child Welfare and Attendance Supervisor shall:
   a. Be responsible for follow-up contacts and coordination with the Juvenile Probation Officer.
   b. Be at the Citation Hearing when it is advisable to do so.
   c. Be responsible for follow-through which may be necessary regarding the student's school adjustment.

5. Juvenile Probation Citation Hearing Officer shall:
   a. Not use the information in the school report forwarded to him unless he has first obtained a written release from the parent or legal guardian at the time of the Citation Hearing, or unless the school has taken the initiative in obtaining such permission in advance of the hearing.
   b. Return the signed release form (or the unused school report if the parent refuses to release the information) to the appropriate Child Welfare and Attendance Supervisor if he attends the hearing or to the District Liaison Person via Mr. Lee Mathewson of Intake and Investigation Unit III.

III. PRECAUTIONS REGARDING SCHOOL REPORTS

A. Parents have a right to review the reports and to have a copy furnished by the school (at 10¢ a page) if so desired.

B. Court orders regarding a youth and his school adjustment must be documented clearly as to the need for such a court order. The formal school report in writing is the only way in which information about the youth's school adjustment may be entered into the Court Report. Verbal information can no longer be submitted in the Court Report. A request for a court order regarding school must be accompanied by sufficient written information to support the need for such an order.

IV. TYPES OF SCHOOL REPORTS

A. Short School Report: This shall be our usual school report except when either the Juvenile Probation Officer asks for specific detailed information or the student is being handled by the Juvenile Probation Department for a serious school-oriented offense. The Short School Report shall include but not necessarily be limited to:

San Jose Unified School District - continued

1. Elementary School
   a. Face Sheet
   b. Vice-Principal's Report
   c. Counselor's Report if school has a counselor
   d. Teacher's Report, including current or most recent subject grades
   e. Nurse's Report, provided there is significant health or family data
2. Secondary School
   a. Face Sheet
   b. Vice-Principal's Report
   c. Counselor's Report
   d. Nurse's Report, provided there is significant health or family data
   e. Two copies of the PRC (one attached to white copy and one attached to yellow copy)
   f. Two copies of the attendance report (one attached to white copy and one attached to yellow copy)
3. Pertinent data from psychological or case history files maintained in the District Office for either elementary or secondary school students.

B. Full School Report: This shall be ordered only in unusual circumstances when more detailed information is requested by the Juvenile Probation Department or when taken at the initiative of the Supervisor of Child Welfare and Attendance in relationship to a youth involved in a school-oriented offense.

1. Elementary School (See Section A-1, above)
2. Secondary School (See Section A-2, above)
   a. Additional reports from each current teacher
   b. Additional reports may be requested from last semester's teachers with whom the youth had classes.

APPENDIX I

RATING SHEET

DIRECTIONS: 1) Select the rating that most nearly indicates the level of importance of the guidelines.

2) Select the rating that most nearly indicates the district's present use of the concept indicated in the guideline.

GUIDELINE NUMBER	IMPORTANCE OF GUIDELINE FOR YOUR DISTRICT	DISTRICT MEETS GUIDELINES
	1=Very Important 2=Important 3=Of little Importance 4=Not Important 5=Does not Apply	1=Always 2=Sometimes 3=Seldom 4=Never
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4
_____	1 2 3 4 5	1 2 3 4

APPENDIX I

SUMMARY OF RATING SHEETS

Summarize from each of the rating sheets those policy guidelines which should be the basis for your analysis of your district policies. Apply them to your district policy.

GUIDELINE	NUMBER OF GUIDELINE TO BE AMENDED
1.0	
2.0	
3.0	
4.0	
5.0	
6.0	
7.0	
8.0	
9.0	
10.0	
11.0	
12.0	
13.0	
14.0	